

Little Treasures

Loughton Baptist Church, 92 High Road, Loughton IG10 4QU



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| Inspection date | 25 March 2019 |
| Previous inspection date | 24 June 2014 |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|-------------|----------|
| | Previous inspection: | Good | 2 |
| Effectiveness of leadership and management | | Good | 2 |
| Quality of teaching, learning and assessment | | Good | 2 |
| Personal development, behaviour and welfare | | Good | 2 |
| Outcomes for children | | Good | 2 |

Summary of key findings for parents

This provision is good

- Children who speak English as an additional language are well supported. Pictures are used throughout the setting to support children to develop communication skills. Staff take time to learn words in the home language, which encourages these children to settle quickly.
- Children behave very well. Staff use positive praise to support children's emotional well-being and ensure they behave well. Children are encouraged and supported to use manners and take turns. Staff provide exceptional role models in the way they communicate and greet each other in a courteous manner.
- Parents report that staff are very supportive towards the whole family. They describe staff as 'fabulous' and 'amazing'. Parents talk about how they are provided with information about their child's progress through regular discussion with staff. Staff are considerate of individual families' needs and work in close partnership with them.
- Staff promote children's communication and language development. They encourage children to contribute when they read stories. Children join in with the actions, use props to respond to the story and show excitement as they anticipate what is coming next.
- The key-person system is highly effective in providing support for families and enabling children's individual needs to be met. Staff know all children exceptionally well and are in tune with each child as an individual.
- Managers are relentless in their pursuit of excellence, building and reflecting upon current practice to drive improvements.
- Staff do not always recognise the opportunities that arise during children's play to build on their understanding and learning of numbers and counting.
- Procedures for planning do not always ensure staff make the best use of information they have about children's interests.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- strengthen opportunities for children to develop skills in number and counting
- make more effective use of information about children's interests when planning next steps in learning.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector spoke to children and staff at appropriate times throughout the inspection.
- The inspector held a number of discussions with the nursery manager. She looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Jane Le Marie

Inspection findings

Effectiveness of leadership and management is good

The manager clearly identifies strengths in practice and where improvements can be made. Staff work together highly effectively to drive these improvements. The manager is effective in promoting opportunities for staff to improve their professional development. Robust supervision and appraisal meetings help to identify staff's own strengths and areas for improvements. Ongoing training, such as peer support, is fully encouraged and staff are committed to improving their teaching. Safeguarding is effective. Staff have a clear understanding of how to protect children in their care and know whom to contact to report their concerns. The staff team works very closely with a wide range of other agencies to help improve outcomes for children. For example, staff meet with the area special educational needs coordinator to help them implement programmes that support children with special educational needs and/or disabilities to make good progress.

Quality of teaching, learning and assessment is good

Staff know the children exceptionally well. Staff are aware of each child's stage of development and use this to immediately evaluate their needs and provide them with interactions which challenge and extend their learning. Staff make regular and precise assessments of the children's stages of learning and development, and plan activities that support them to make good progress. Early writing development is supported through making the most of many opportunities to build mark making into activities with children. For example, while playing in the role-play shop children are supported to write their own shopping lists. Staff support children in enjoyable and interesting physical tasks, such as scoring goals with a large ball in a goal they have drawn with chalk. Children demonstrate good concentration and balance as they kick the ball into the goal. Staff encourage children to learn about the world around them. Children recognise that it becomes dark outside and know that this is because the sun has gone behind a cloud.

Personal development, behaviour and welfare are good

Settling-in procedures are strong and enable staff and parents to work well together, helping children build their confidence from the start. Children are supported to take turns and share. While exploring potion making outside, several children are keen to use the hand whisk. Staff introduce a sand timer to support turn taking and to enable children to become more independent with sharing.

Outcomes for children are good

All children make good progress from their varying starting points. They develop skills that prepare them for the next stage of learning and for school. They are remarkably independent and confident communicators. Children serve themselves strawberries from a bowl and peel back the lids to open their own yoghurts. Children show great pride and are very keen to show staff what they have achieved. Older children can take care of their personal needs, such as taking themselves to the toilet and washing their hands before eating.

Setting details

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| Unique reference number | EY470080 |
| Local authority | Essex |
| Inspection number | 10059468 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register |
| Day care type | Sessional day care |
| Age range of children | 2 - 4 |
| Total number of places | 40 |
| Number of children on roll | 47 |
| Name of registered person | Little Treasures (Loughton Baptist Church) CIO |
| Registered person unique reference number | RP535254 |
| Date of previous inspection | 24 June 2014 |
| Telephone number | 020 8257 2757 |

Little Treasures registered in 2014. The pre-school employs 14 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3 or above. The pre-school opens Monday to Friday, during school term time. Sessions are from 9.15am to 2.15pm Monday to Wednesday and from 9.15am to 12.15pm on Thursday and Friday. The pre-school provides funded early education for two-, three- and four-year-old children.

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