

# Inspection of Little Treasures

Westcliff Elim Christian Centre, 148 Electric Avenue, WESTCLIFF-ON-SEA, Essex  
SS0 9NJ

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Inspection date: 18 December 2019

**Overall effectiveness** **Good**

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The quality of education

**Good**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Good**

Overall effectiveness at previous  
inspection

Good

## **What is it like to attend this early years setting?**

### **The provision is good**

Toddlers and babies thoroughly enjoy exploring the fabulous garden. Babies taking their first steps hold onto staff members' hands and happily point to where they want to go. They beam with pleasure as they discover different textures and join in with older children. They feel safe and secure as they are able to successfully communicate their needs and wants to highly perceptive staff. Children learn new words as staff name what they point to on creative wall murals. Older toddlers balance on beams and squeal with delight as staff chase them. They are scooped up into warm hugs.

Older children are highly motivated and stimulated during story and song time. They concentrate intently on a story and answer questions as staff read with marvellous expression. Children eagerly wait for different sounds the characters make. They listen carefully and quietly, mindful of other children. Children are exceedingly curious and enthusiastic. For example, they find out what is in the red spotty bag that they pass around the group. When the music stops, children pull out fascinating Christmas items, like stockings decorated with penguins and handmade snowflakes. They patiently wait their turn and are happy for others who go first.

### **What does the early years setting do well and what does it need to do better?**

- Partnerships with parents are excellent. Parents are thrilled with the close bonds their children have formed with staff. They compliment staff on their genuine care and professionalism. Staff provide parents with regular progress reports and they work together to strengthen children's learning further at home. Parents value the support staff provide them and feel that their views and feedback are positively received and acted upon. This helps them to feel highly involved in their children's development.
- Children have fantastic opportunities to understand how to care for others in their community. For example, they visit a local care home every fortnight and spend time with dementia patients, singing and playing games with them. Staff embrace the different cultures and beliefs that reflect the nursery's community. They teach children about how these are celebrated through stories, crafts and activities. Children are developing an early awareness of how they are unique.
- Managers prioritise communicating with staff. They help to promote their emotional well-being through regular supervisions. Managers provide staff with training opportunities that enhance their expertise and knowledge. Staff are highly committed to their career development and willingly take on supervisory roles to gain further skills.
- Children play cooperatively and are learning to share and take turns. Staff support this through many strategies, such as using a sand timer. Children relish

taking part in the range of activities that staff provide and are making very good progress in their development. Staff challenge stereotypes. Children thoroughly enjoy bathing their dolls in bubbly water and proudly take them for a walk in toy prams. They learn early mathematical skills through their play. Staff track gaps in children's learning through precise assessments and work hard to swiftly close them. However, occasionally, staff do not extend learning for the most-able children so that they are challenged to make even greater progress.

- Dedicated staff provide children with wonderful experiences that enrich their learning, such as dance groups at nursery and swimming lessons at the local primary school. They visit the bookshop and enjoy stories and playing games. Children are developing a sense of community through these outings. They have many opportunities throughout the day to make choices and are growing in confidence. They are very well supported by staff to make successful transitions in their next stages of learning.
- Children with special educational needs and/or disabilities are exceptionally well cared for. For example, staff provide focussed time in the sensory room that helps children to engage with different stimuli. Staff have close links with outside agencies and provide children with the support they need to make very meaningful progress. They take each individual child's needs into account and nothing is too much trouble.

## **Safeguarding**

The arrangements for safeguarding are effective.

Managers place a high priority on making sure that children are safe, and this is well managed throughout the nursery. Staff know the signs and symptoms to look for and the procedures to follow if they have any concerns about a child's welfare. Staff have regular safeguarding training and their knowledge of child protection is refreshed regularly in staff meetings. Leaders conduct safer recruitment procedures and check staff remain suitable in their roles. Children learn the rules of the road and how to keep themselves safe when they are out in the community.

## **What does the setting need to do to improve?**

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

- seek ways to extend the learning of the most-able children so that they progress even further.

## Setting details

<b>Unique reference number</b>	119501
<b>Local authority</b>	Southend-on-Sea
<b>Inspection number</b>	10071980
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 to 12
<b>Total number of places</b>	70
<b>Number of children on roll</b>	176
<b>Name of registered person</b>	Elim Foursquare Gospel Alliance
<b>Registered person unique reference number</b>	RP520159
<b>Telephone number</b>	01702 339757
<b>Date of previous inspection</b>	26 August 2015

## Information about this early years setting

Little Treasures registered in 1991 and operates from 7.30am to 6pm for 51 weeks of the year. The nursery also runs a holiday club for school-aged children during school holidays. The nursery employs 40 members of childcare staff. Of these, one member of staff holds an appropriate early years qualification at level 6, three staff hold a qualification at level 5, four staff hold a qualification at level 4, 21 staff hold a qualification at level 3 and 11 staff hold a qualification at level 2. The nursery provides funded early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Angela Doherty

## Inspection activities

- The manager and the inspector completed a tour of the nursery. The manager explained how the early years provision and curriculum are organised.
- The inspector observed a range of activities indoors and outside, and assessed the quality of education and the impact on children's learning.
- Joint observations were carried out by the inspector and the nursery manager.
- The inspector spoke to parents during the inspection and viewed written feedback from parents and members of the local council special educational needs and/or disabilities team and took account of their views.
- A sample of documentation, including staff's suitability records and nursery policies and procedures, was seen by the inspector.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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