

Inspection of Little Treasures Nursery And Pre-School

641a & B, London Road, Grays RM20 3HD

Inspection date:

24 February 2020

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

At times, toddlers do not have suitable levels of challenge to help keep them fully engaged and make good levels of progress. In addition, sometimes during group activities, toddlers lose interest and become distracted. Staff deployment is not always managed effectively to ensure that daily routines, such as lunchtime, are organised and meet all children's needs. However, children show that they feel safe. They have good relationships with staff and each other. Babies babble excitedly in response to stories being read and thoroughly enjoy catching soap bubbles with their hands. Toddlers ask staff to help them put on dressing-up clothes.

Pre-school children enjoy imaginative play. They happily take part in role play, pretending to care for and feed their babies. Staff join in and encourage children to think about how to look after their babies. For example, when children tell staff that their baby wants a fizzy drink, staff suggest that water or milk might be a better option. Toddlers experiment with large toy vehicles and paint to make tyre patterns and marks on paper. Children behave well. They understand staff's expectations for their behaviour and are respectful of their friends and each other.

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

- Children make suitable levels of progress. However, this is not consistent across the nursery. Staff working with the toddlers do not always plan enjoyable and challenging learning experiences which support children's needs, interests and stages of development. For example, children use glitter glue to stick pieces of tissue paper to coloured paper, but soon become bored as there is little challenge to further extend their interest or learning.
- Staff-to-child ratios are met. However, there are not enough suitably qualified staff working with children aged between two and three years to meet the legal requirements.
- The provider does not deploy staff effectively at lunchtimes to ensure the needs of all children, particularly the babies and toddlers, are met. Too many staff take their lunch breaks during this time, which means that the remaining staff are not able to consistently meet all children's needs and serve the food. Children become unsettled, which leads to a slightly chaotic environment.
- Staff do not always act swiftly when children are not engaged in group activities. For example, a group activity to help children learn about making soft or loud sounds is too advanced for them and consequently, they quickly lose interest. However, staff keep going rather than have the confidence to change the activity and re-engage children.
- Staff do not make the best use of the space in their rooms, particularly in the toddler and pre-school rooms. They have not fully considered how to organise

the furniture in the rooms to ensure children have enough clear floor space.

- Partnerships with parents are effective. For example, staff work closely with parents to set initial baseline assessments, which helps them to plan for what children need to learn next. Parents receive daily feedback and are encouraged to share their views on the nursery and potential areas for improvement. This helps the provider and staff to decide on areas to develop next, such as reviewing the use of the outside space.
- The provider has forged good links with local primary schools. She has arranged meetings and has set up school visits for some of the children. This enables teachers to gather information about children prior to them starting, and helps staff to understand the skills children need to be ready for school.
- Staff have regular opportunities to speak to the provider. Professional discussions, supervisions and appraisals help to support staff's practice and their well-being. The provider organises training to enable staff to learn new skills and consolidate others. For example, staff attend training to increase their knowledge of working with a particular age group.
- Staff work with other professionals to help support children with special educational needs and/or disabilities. This enables staff to seek support and guidance and arrange referrals where necessary.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of child protection and how to safeguard the children in their care. They complete regular training to ensure they understand the latest guidance. Staff know the signs which may indicate a child is at risk of harm and how to report any concerns promptly. Risk assessments are in place and completed daily to identify any potential hazards. For example, staff review risk assessments completed for the stairs when new children start, to help them plan how they will move the younger children up and down stairs safely.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure that there are enough suitably qualified staff working with children aged between two and three years to meet the legal requirements	24/04/2020
review staff deployment to ensure that all children's needs are met, particularly at lunchtime	24/04/2020

ensure children's individual needs, interests and stages of development are used to plan enjoyable and challenging learning experiences.	24/04/2020
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To further improve the quality of the early years provision, the provider should:

- review and develop the organisation of the toddler and pre-school rooms to maximise available clear floor space
- make greater use of group activities to fully engage all children and extend their learning further.

Setting details

Unique reference number	EY554271
Local authority	Thurrock
Inspection number	10110737
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 to 4
Total number of places	30
Number of children on roll	39
Name of registered person	Treasure, Michelle Ann-Marie
Registered person unique reference number	RP554270
Telephone number	01708 804 979
Date of previous inspection	Not applicable

Information about this early years setting

Little Treasures Nursery and Pre-school registered in 2018. The nursery opens all year round, Monday to Friday from 7.30am to 6.30pm. The nursery employs 9 members of staff, four of whom hold appropriate early years qualifications at level 3. The provider, who is also the manager, holds an appropriate early years qualification at level 3. The nursery receives funding to provide free early education for children aged two, three and four years old.

Information about this inspection

Inspector

Sue Mann

Inspection activities

- The inspector had a tour of the premises with the deputy manager and discussed how children's learning and development are supported.
- The provider completed a joint observation with the inspector and discussed the learning intention and the outcomes for children.
- The inspector spoke to children, staff and available parents.
- The provider held a meeting with the inspector and discussed safeguarding policies, recruitment and staff supervisions.
- The inspector checked evidence of staff's suitability to work with children.

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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