

Inspection of Little Treasures

The Old Naafi, Weston Drive, CATERHAM, Surrey CR3 5XY

Inspection date: 21 February 2020

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children flourish in this outstanding nursery. They form exceptionally close bonds with staff and feel a strong sense of belonging. Staff know each child exceptionally well. They have very high expectations for all children and ensure that they benefit from a highly engaging and exciting environment. Children take part in a range of activities that link to their interests and individual stages of development. For example, younger children explore coloured sand with excitement and immense curiosity. They enjoy feeling the texture of the sand, scooping and pouring it through funnels and sieves, and laugh with delight as they watch it run through their fingers. Children are highly inquisitive learners and relish tackling activities that offer plenty of challenge. For example, older children work together to make intricate and imaginative models from recycled materials and explore colour mixing as they proudly decorate their masterpieces. The youngest children develop safe, secure attachments and have lots of fun joining in as they rapidly learn new words and actions to songs.

Children behave exceptionally well. They are respectful, kind and make friendships from the youngest age. Children share resources, take turns and praise each other during activities and mealtimes. They show high levels of resilience and older children solve minor difficulties or disagreements independently. Children frequently showed affection to staff and each other, showing they are building on high levels of emotional intelligence.

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

- Children's independence skills are highly impressive. They follow their own interests and are engrossed in their work. Children concentrate for long periods as they play. They have a secure understanding of their responsibilities to look after their environment and take care of themselves. For example, after having great fun exploring sand, children gather their dustpans and brushes and work hard to tidy away their mess.
- Staff prioritise developing children's communication and language skills. They model language extremely well. Staff talk constantly to children and listen carefully to what children have to say. They skilfully match the language they use and the questions they ask to the needs of each child. For example, younger children eagerly repeat words that they hear the staff say, such as the names of animals. Older children use more complex sentences to plan, reflect and explain what they might do next.
- Parents are incredibly positive about the setting. They describe it as an amazing place to learn, make friends and have fun. Staff work closely with parents, and children benefit from a very strong continuity of care. Staff have a superb range of strategies that they use to involve parents. For example, parents love the

verbal and written feedback they receive and regularly share with staff observations about what their children are learning at home. Parents report that their children are ready for school, confident and successful.

- Staff meticulously plan learning opportunities which build on the children's previous experiences so that they know and can remember more. Children's early mathematical knowledge is developed extremely well. For instance, dressed as builders, they eagerly search for building blocks of different size and shape to support and extend the structures they are building. They carefully count and discuss the weight of the blocks using an impressive array of mathematical vocabulary.
- Staff provide endless opportunities to extend the children's vocabulary and their understanding of the world. They use sophisticated new words to promote thought-provoking discussions. Children were confidently able to discuss the meaning of the word 'recycling'. One child said, 'We need to reuse plastic to help protect the fish in the ocean so they don't get sick.'
- Managers and staff constantly reflect on their practice and identify things they can do better. Rigorous monitoring of teaching ensures that training needs are accurately identified and help staff reflect on their strengths and identify things they can do better. Staff speak very highly of the support they receive from managers.
- Leaders and staff are utterly committed to creating a welcoming and inclusive environment. There is a strong connection to the local community, which is celebrated and strengthened through regular outings and visits. For example, staff and children enjoy trips on the local bus, visits to the nearby park and walks in the community.
- Children are challenged in their learning and make excellent progress, including those with special educational needs and/or disabilities and those who speak English as an additional language. They are recognised and valued as individuals by the very experienced and knowledgeable staff. Children develop skills and attitudes that prepare them for later life and their next stage of learning, including school.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have an excellent understanding of safeguarding issues. They know how to take prompt and effective action should they have any concerns about children's welfare. Staff know the procedures for reporting allegations and how to escalate concerns to professionals outside of the nursery, if necessary. They supervise children well, and ensure a safe environment is maintained for them. Managers question staff often to ensure they maintain a thorough knowledge and understanding of legislation and nursery procedures. Managers check that all staff remain suitable to work with children and they have exceptionally safe recruitment procedures for employing new staff.

Setting details

Unique reference number	122410
Local authority	Surrey
Inspection number	10128554
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 to 5
Total number of places	98
Number of children on roll	90
Name of registered person	Little Gems and Little Treasures Ltd
Registered person unique reference number	RP908032
Telephone number	01883343678
Date of previous inspection	30 July 2015

Information about this early years setting

Little Treasures Pre-School & Day Nursery, based in Caterham, is one of three settings privately owned by Little Gems and Little Treasures Ltd. They registered in 1993. The nursery is open Monday to Friday between 7.30am and 6pm throughout the year, closing for a week at Christmas. The nursery is in receipt of funding for the provision of free early education for two-, three- and four-year-olds. The nursery employs 26 members of staff, 19 of whom have appropriate early years qualifications at level 2 and above.

Information about this inspection

Inspector

Joanne Allen

Inspection activities

- The inspector viewed all areas of the nursery and discussed the curriculum with the management team.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the management team and spoke to staff and children.
- The inspector took account of the views of parents by speaking with some of them during the inspection and looking at relevant documentation.

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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