

Inspection of Little Treasures Childcare and Learning Centres

The Newman Collard Hall, Hill Brow Road, Liss, Hampshire GU33 7LE

Inspection date:

8 June 2021

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision is inadequate

Children are confident and settle quickly when they come into the nursery. They are relaxed and ready to explore. The manager, who is also the provider, has a suitable understanding of her educational programmes. However, inconsistencies in teaching across the staff team mean that children do not always receive quality experiences to help build up their knowledge and skills. This does not support children to be ready for the next stage in their learning. Children who have specific needs are not precisely planned for to ensure they receive targeted support to help them make good progress. Less confident children are often overlooked during group time activities. Some children quickly become disinterested and at times wander. For example, they quickly lose interest in activities which do not engage their interests. Children do not always have an opportunity to develop their language skills. For example, some staff do not allow children time to respond to their questions or engage them in meaningful discussions. Staff do not use routine activities, such as snack times, to engage children in meaningful learning experiences. Children are kept waiting to access snacks with sometimes little to do. Overall, children develop secure emotional relationships with staff. They get very excited to be voted for by their friends to sit on the 'special chair' to reward good behaviour.

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

- The manager is not clear about all aspects of safeguarding practice to ensure that children will be kept safe effectively. The manager does not respond to concerns appropriately when a child may be at risk, or report to agencies to seek advice. Furthermore, the manager does not use appropriate recruitment procedures to ensure the staff are suitable. This compromises children's safety.
- The manager does not take steps to check all information about children and ensure the staff are suitably prepared to care for children with medical needs prior to them starting the setting. This puts children's health and welfare at risk.
- The manager does not ensure that, in the event of a safeguarding concern, agencies with statutory responsibilities are notified without delay, and in line with the local safeguarding partnership procedures. This does not support children to help them stay safe.
- Teaching is not consistent across the nursery. The implementation of the curriculum is not adapted to meet the needs of the children who attend. The manager is clear about her curriculum intent following the impact of the COVID-19 (coronavirus) pandemic. However, not all staff are confident in their abilities to teach children. This means that children do not make the steady progress they are capable of. For example, the manager has identified a focus on developing children's vocabulary, but often children do not have meaningful interactions with adults to help them practise their language skills. Some staff do

not provide appropriate challenge to children. Despite having arrangements in place for monitoring staff performance, the manager has not ensured that all staff are confident in their teaching practice to ensure children's outcomes are consistently good.

- The manager who leads children's education is experienced and can support children's learning. The manager makes use of planning activities spontaneously to help children learn about what is happening in the world around them. For example, children learn about the impact of hot weather and what they can do to look after themselves. The manager listens to children and values their suggestions of 'drinking water' and 'putting on sun cream'. This supports children to think about how they can stay safe.
- The manager does not have suitable arrangements in place to support children with special educational needs (SEN). Some staff and key persons do not offer children who have been identified as needing extra help, the targeted intervention they need. This does not ensure that every child's care is tailored to their individual needs.
- Parents receive regular information about their children's learning and how this could be supported at home. Parents speak highly of the manager and staff. They value the learning packs they received during the lockdown.
- Children are supported well with their behaviour and conduct towards each other. They respond quickly to follow behavioural instruction about how to behave, and staff are effective in helping children to understand why some behaviour is not wanted. Staff support children through discussions to understand the behavioural expectations. This includes the impact of behaviour on themselves and others. Staff take appropriate action to support positive behaviour and children develop their resilience. Children squeal with delight as they share stories about who has been kind that day. They benefit from lots of outdoor learning. Children are physically active, learn to stay safe and delight in exploring the garden.
- Staff promote children's physical development well. They provide resources and equipment to develop a variety of different skills, including balance beams and wobble boards. Children are supported even further to develop their large physical skills. For example, the nursery makes use of the local community to extend children's experiences, for example allowing children to utilise large play equipment in the local park so they are able to climb and take risks.

Safeguarding

The arrangements for safeguarding are not effective.

The member of staff with lead responsibility for safeguarding does not have secure knowledge and understanding of safeguarding matters. Therefore, they are not confident in the procedures to follow and how to identify and respond if a child might be at risk of harm. The nursery's safeguarding policy and processes for reporting concerns are not up to date and do not meet the local authority procedures. This compromises children's safety and welfare. The manager does not have suitable recruitment processes in place to ensure all staff are vetted.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
take action to ensure the setting's safeguarding policy is up to date, and all managers and staff understand the setting's safeguarding procedures, including having up-to-date knowledge of safeguarding issues and know how to respond to any child protection concerns in an appropriate and timely manner	02/07/2021
take action to ensure that the designated lead person for safeguarding has a sufficient understanding of their role and responsibilities and is able to follow up and act on any safeguarding issues that place children's welfare at risk	02/07/2021
implement effective and robust recruitment procedures to assess staff's suitability and ensure all adults looking after children are suitable to fulfil the requirements of their role	02/07/2021
make sure all managers and staff have appropriate induction, training, supervision and coaching to develop and maintain the skills and knowledge to help them have a clear understanding of their roles and responsibilities	02/07/2021
implement an effective key-person system so that each key person fulfils their role in ensuring that each child's care is tailored to meet their individual needs	02/07/2021

ensure any child with a medical condition has their medical needs met; this includes staff undertaking training on how to administer medication or respond to medical issues	02/07/2021
implement a procedure to ensure any serious accidents that a child sustains are reported directly to children's services, and act upon advice given	02/07/2021
implement effective arrangements to support children with special educational needs and/or disabilities that are in line with the Special Educational Needs (SEN) Code of Practice	02/07/2021
ensure the setting's special educational needs coordinator (SENCo) has a clear understanding of how to fulfil the role and meet the needs of children who attend	02/07/2021
maintain information and required records that can be shared with other professionals to ensure effective and safe management of the setting	02/07/2021
maintain attendance registers that record children's hours of attendance accurately	02/07/2021
ensure that all complaints are appropriately addressed, and take into account statutory requirements and company policy, as well as guidance from other agencies	02/07/2021
ensure notifications are made to Ofsted when there are changes to the provision, particularly with regard to reporting changes to the legal entity of the company.	02/07/2021

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

	Due date
ensure that staff use their assessment effectively to identify where children are in their learning, and use the information to tailor activities and teaching to meet children's individual learning needs	02/07/2021
ensure staff provide good-quality learning experiences, and effective support and interaction, to engage all children, including those with SEN, to help them make good progress	02/07/2021
support staff to improve the quality of the educational programmes, to ensure that all children receive the support they need to make good progress in their learning and development.	02/07/2021

Setting details

Unique reference number	2546432
Local authority	Hampshire
Inspection number	10196717
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	0 to 4
Total number of places	25
Number of children on roll	28
Name of registered person	Anderson, Kylie Elizabeth
Registered person unique reference number	RP516440
Telephone number	07814508852
Date of previous inspection	Not applicable

Information about this early years setting

Little Treasures Childcare and Learning Centres registered in 2019. It is situated in Liss, Hampshire. The nursery opens Monday to Friday from 8am to 5.30pm, all year round. It employs five members of childcare staff. Of these, two hold a relevant qualification at level 6 and one holds a qualification at level 3.

Information about this inspection

Inspector

Sherrie Nyss

Inspection activities

- This was the first routine inspection the setting received since the 2020-21 COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The manager and the inspector completed a learning walk together and a joint observation with the manager.
- The inspector observed the quality of education and the impact this has on children's learning.
- The inspector took account the views of parents and carers on the day of the inspection.
- The inspector looked at a sample of nursery documents. This included looking at and discussing documentation in relation to safeguarding, registers and complaints.
- Children spoke to the inspector about their play and the inspector held discussions with staff.
- The inspector observed activities available to children.
- A meeting was held between the inspector and the manager.

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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