

Inspection of Little Treasures Nursery And Pre-School

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

Inspection date: 15 July 2021

Overall effectiveness	Inadequate
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Requires improvement

What is it like to attend this early years setting?

The provision is inadequate

There are breaches of safeguarding and welfare requirements that undermine children's safety and well-being. The provider has failed to identify and tackle serious gaps in staff's knowledge and understanding of child protection matters. Children settle well and make good progress overall from their starting points. Plans and activities are age-appropriate and more sharply focused on children's individual learning needs than at the last inspection. This underpins the good development of all children, including any whose starting points were below that of other children their age.

Children are enthusiastic and skilled investigators and enjoy exploring how materials change when they are combined. They exclaim loudly when they see that bicarbonate of soda fizzes and bubbles when mixed with lemon juice, and discuss why. Staff encourage them to predict what might happen when they add other substances. Toddlers have lots of fun working with the enthusiastic staff team. Children play hide and seek and enjoy solving the problem of finding the best hiding place. They peek out from behind crates and through their fingers, and giggle when their friends find them.

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

- The manager has high expectations of staff and supports them to engage with children across all areas of the setting. Staff have attended some training that has improved their practice, for example in relation to the quality of teaching. This has improved their interaction with children. However, the manager has not identified significant weaknesses in staff's knowledge of child protection procedures to ensure these are implemented in line with local safeguarding processes.
- The manager is keen to improve the quality of the provision and has made some effective changes to the quality of education. Children learn skills to support their future learning. For example, staff help children in the baby and toddler rooms to lift and build things, to develop their shoulder and arm muscles. They focus more on small muscle development in the pre-school room as children learn to thread beads and use pipettes and tweezers. Children's early writing skills are strong.
- Staff are good role models. They help children learn how to manage their own behaviour with few reminders from adults. Children develop a strong sense of how to manage their own safety. They tell adults that they cut the lemons with a knife, but they were 'careful because I am four'. Babies thrive on the close attention from their key persons while playing 'peek-a-boo' and seek any reassurance they may need.
- Issues identified at the last inspection have been addressed so it is clear that

there is potential for improvement in all areas. For example, children engage well in their learning and are keen to be at the setting. Staff have built positive relationships with children, who behave well towards adults and each other. Staff, particularly those who work with babies and toddlers, maintain high levels of enthusiasm all day. This underpins children's enjoyment and engagement as they play together.

- Areas used by children are safe and inviting. Improvements to the outdoor area since the last inspection have increased all children's access to outdoor learning. They find and examine ladybirds outdoors, create an outdoor café and serve mud cakes and pies to their customers. At times, children in the pre-school room are divided into groups. However, one group is sometimes distracted by the other when they take part in noisier activities.
- Arrangements for sharing information with other settings that children will move on to are poor. The provider has not ensured that relevant information is shared to enable children's smooth transitions to other settings, including school. This means that the next setting has insufficient information to prepare for children's needs.
- Parents report that they are happy with the care and education their children received at the setting. They praise the information and support they receive, especially during restrictions caused by the COVID-19 (coronavirus) pandemic. Parents are positive about the way their children settled back in following any absences.
- Additional funding provided for some children has been spent appropriately. For example, staff attended training to improve their teaching of mathematics. This has supported children's mathematical development effectively.

Safeguarding

The arrangements for safeguarding are not effective.

The designated safeguarding lead has failed to identify or close significant gaps in staff's knowledge of child protection. The lead practitioner is not alert to all potential signs of concern in children's lives and has failed to make sufficient enquiries promptly where they are indicators of concern. In addition, they do not have sufficient understanding of how to refer concerns in line with local procedures in their area, to ensure relevant information is shared with other agencies without delay. Staff lack confidence to recognise and report concerns about the behaviour of persons working with children.

What does the setting need to do to improve?

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

	Due date
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improve information sharing with other professionals or settings involved in children's lives to ensure that their well-being is supported	31/08/2021
ensure that the designated person for safeguarding has sufficient knowledge of local procedures for safeguarding to train and support staff to report concerns without delay	31/08/2021
implement a safeguarding policy in line with local safeguarding partnership requirements.	31/08/2021

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

- support staff in the pre-school room to make best use of the environment to enable all children, to focus on activities without unnecessary distraction.

Setting details

Unique reference number	EY554271
Local authority	Thurrock
Inspection number	10148169
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	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	24 February 2020

Information about this early years setting

Little Treasures Nursery and Pre-School registered in 2018. The setting opens all year round, Monday to Friday, from 7.30am to 6.30pm. It employs nine members of staff, five 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 setting receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Naomi Brown

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed all areas of the provision and discussed the safety and suitability of the premises.
- The manager and the inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- The manager and the inspector carried out a joint observation together.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the setting.

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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