

# Inspection of Little Treasures Nursery

Little Treasures Nursery, 38 Laidleys Walk, Fleetwood, Lancashire FY7 7JL

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Inspection date: 3 November 2021

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### **The provision is good**

Children are very happy and content. They are motivated and eager to learn and demonstrate a positive attitude to trying new things. Children form close bonds with staff. In particular, babies have developed firm attachments with their key person. Pre-school children are encouraged to develop a positive, can-do attitude as they persevere and try new things, such as recognising numbers and quantities as they make 'cupcakes'. Toddlers concentrate intently as they try to link pieces of train track together. Staff are careful not to over direct but ensure that they remain on hand to offer support as needed. Staff praise children continuously and warmly celebrate their efforts. This helps to strengthen children's confidence and sense of personal achievement.

Due to the COVID-19 pandemic, staff have recently focused their teaching on supporting children's personal, social and emotional development. Children have been encouraged to develop their social interactions with others and to strengthen their skills in sharing, taking turns and listening to others. As a result, children behave well and play harmoniously with their friends. They are able to follow instructions and show an awareness of routine and what is expected of them.

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

- Leaders are highly ambitious and are dedicated to making the nursery the best that it can be. They have clear plans for improvement and staff share their drive and commitment. Leaders implement successful strategies to support staff to develop their practice. They offer a wealth of training and ensure that new staff are fully equipped with the knowledge and skills they need to carry out their roles and responsibilities. Observations of practice, where reflection is encouraged, help to continuously raise the quality of teaching.
- Staff are passionate practitioners, who have high expectations of what children can achieve. They clearly love working with children and know their individual needs in detail. Staff are methodical in their approach. They identify next steps in children's learning through weekly planning and devising activities that interest children. However, occasionally, the organisation of activities does not always support children's full engagement. This is because staff do not routinely replenish the resources needed to carry out some activities. Therefore, some children miss out on the learning opportunities provided.
- An effective key person system helps children to settle quickly into nursery life. Staff gather information about children's care routines and their likes and dislikes when a child begins their placement at nursery. However, staff do not gather detailed information about what children already know and what they can already do in order to plan purposefully from the outset. That said, children are making good progress. Staff are proactive in securing any additional support

that children may need. As a result, all children, including those with special educational needs and/or disabilities, are developing skills needed for their future learning.

- Leaders pay particular attention to supporting children's physical and emotional well-being. For example, together with staff they have created a dedicated movement room. This space, which children are able to access freely, supports children to regulate their feelings and behaviours through activities, such as yoga. Furthermore, children enjoy 'wakey shakey' sessions before engaging in activities. This helps them to focus and prepare for learning. Children enjoy being physically active outdoors. They create their own obstacle courses and develop their skills, such as balance and coordination, as they operate wheeled toys. Additionally, children show a strong awareness of personal hygiene. They frequently wash their hands and after blowing their noses remember to 'catch it, kill it and bin it'.
- Parents comment positively on staff's friendliness and how they keep them updated about the child's development and learning. Staff regularly use different ways to communicate with parents. For example, they use a dedicated online application and hold daily discussions, which parents appreciate. Parents describe how much their children enjoy attending and the progress that they have made.

## **Safeguarding**

The arrangements for safeguarding are effective.

All staff, including the designated safeguarding leads, fully know and understand their roles and responsibilities in protecting children. They confidently describe how to refer any concerns that they may have about children in their care. Staff attend regular training and have frequent opportunities to discuss child protection issues and the wider aspects of safeguarding. Staff complete thorough risk assessments, particularly of the outdoor area. This helps to ensure that children are able to play in a safe and secure environment. The provider's recruitment processes ensure that staff caring for children are suitable to carry out their duties.

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

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

- support staff to consider the organisation of some activities, so that all children can benefit from the learning opportunities that they provide
- strengthen further the existing arrangements to gather information from parents about their child's prior skills and abilities, in order to plan purposefully from the outset and build coherently on what children already know and can do.

## Setting details

<b>Unique reference number</b>	2524075
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10208195
<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 at time of inspection</b>	0 to 4
<b>Total number of places</b>	77
<b>Number of children on roll</b>	60
<b>Name of registered person</b>	Little Treasures (NW) Limited
<b>Registered person unique reference number</b>	2524074
<b>Telephone number</b>	07970593665
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Little Treasures Nursery registered in 2019. The nursery employs 14 members of childcare staff, of whom, eight hold appropriate qualifications up to level 6. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Karen Cox

## 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 spoke with parents, staff and children at appropriate times throughout the inspection.
- A learning walk was completed with the manager to discuss the curriculum intent and how the provision is organised.
- The inspector completed a joint evaluation of an activity with the manager.
- The inspector held a meeting with the manager and provider. She reviewed a variety of documents, including evidence of the suitability of staff, qualifications, first-aid certificates and policies.
- The inspector observed interactions between staff and children during activities and assessed the impact of teaching on children's learning.

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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