

Inspection of Little Treasures Childcare and Learning Centres

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

Inspection date: 10 November 2021

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Inadequate

What is it like to attend this early years setting?

The provision is good

Children are happy to arrive at this welcoming nursery and settle quickly at activities of their choosing. They demonstrate that they feel safe and secure at the nursery. Parents are unable to enter the nursery at present, due to the COVID-19 pandemic, so staff warmly greet the children at the door. Children receive an abundance of encouragement and praise for their achievements, which helps to boost their growing self-esteem. They learn through an effective balance of adult-led activities and child-initiated play. As a result, all children, including those with special educational needs and/or disabilities, make good progress from their starting points.

Children benefit from a well-planned curriculum, that takes account of their likes and interests. For example, following an autumnal walk, children have collected leaves and pine cones. Staff help them create a large train track and encourage children to place the natural resources on and around the track. Children respond positively and use the twigs they have collected to push the trains through the tunnels. Children develop creativity and imagination. For example, they stir, mix and pour mud, water and paint in and out of containers. They recall events and use their memory skills as they tell staff it is their 'magic potion' for Halloween.

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

- The manager and staff have worked hard to improve practice since the last inspection. They have been proactive in ensuring that requirements are being met and have worked together with the local authority to make positive changes. For example, all staff have completed online safeguarding training and discuss safeguarding scenarios during staff meetings. The manager has developed information cards for all staff so that key safeguarding information is always available to them, including relevant phone numbers. The manager has reflected well on her own continuing development and is much more professionally assertive when following safeguarding procedures, to ensure all children are kept safe.
- Staff place a strong emphasis on helping children to develop their confidence and well-being. They offer praise and reassurance as children play. Staff celebrate children's efforts as they encourage them to complete tasks independently, such as taking their coat on and off and putting on their shoes. Children behave well. They are confident to talk to visitors. Gentle reminders about taking turns and sharing help them to understand how to play together.
- The manager and staff identify the mathematical skills children would most benefit from learning next. However, staff do not make best use of activities and their interactions with children to deliver this aspect of the curriculum. Children have fewer opportunities to develop their mathematical understanding than

some other areas of learning.

- Children have good opportunities to develop their literacy skills, for example as they enjoy story time outside in the rain. Children listen intently, look at the pictures and anticipate what will happen next. They learn to recall repeated refrains as they use puppets to act out favourite parts of a story. These skills will help children with later learning, such as reading and writing.
- Children, including those in receipt of additional funding, develop well in all areas of learning. They enjoy a range of experiences that support their physical skills. They ride bicycles, balance across obstacle courses they make with crates and planks, and walk in local parkland. Children are curious learners. They recognise the different colours of ducks on the pond, excitedly explore the textures of fallen leaves and enjoy making faces on the ground with the natural items they find. This helps to create awe and wonder, and develops children's awareness of the natural world around them.
- Parents speak highly of the team. They say their children love attending the nursery. Many parents comment on the good support and communication between themselves and the manager. However, systems are not in place for staff to consistently share children's next steps in learning with all parents, to help them support their children's development at home.

Safeguarding

The arrangements for safeguarding are effective.

All staff are knowledgeable about child protection matters and understand how to keep children safe. They receive up-to-date training and can accurately identify the possible signs that a child may be at risk of harm. They know the procedures to follow if they have concerns about a child, including for wider safeguarding issues, such as the 'Prevent' duty. Staff complete regular risk assessments of the indoor and outdoor environments, to ensure children's well-being and safety. The manager follows effective recruitment and supervision procedures to ensure staff working with children are suitable to do so.

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 deliver the mathematics curriculum more effectively, to further support children's understanding of numbers, counting and mathematical concepts
- enhance the good partnership with parents further so that all parents are fully informed about their child's learning and development, to help them guide their child's learning at home.

Setting details

Unique reference number	2546432
Local authority	Hampshire
Inspection number	10198917
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	21
Name of registered person	Anderson, Kylie Elizabeth
Registered person unique reference number	RP516440
Telephone number	07814508852
Date of previous inspection	8 June 2021

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 7.45am to 3.30pm, term time only. It employs five members of childcare staff. Of these, four hold a relevant childcare qualification, including one at level 6 and one at level 5. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Nina Lambkin

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider. The inspection took place without notice.
- The deputy manager and the inspector completed a joint evaluation of an activity together.
- A meeting was held between the manager, the deputy manager and the inspector. She reviewed a variety of documents, including qualifications, first-aid certificates and policies.
- The inspector spoke with staff and children at appropriate times throughout the inspection.
- The inspector observed interactions between staff and children during activities and assessed the impact of teaching on children's learning.
- A learning walk was completed with the manager to discuss the curriculum intent and how the provision is organised.

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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