

Inspection of Little Treasures Nursery And Pre-School

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

Inspection date: 10 January 2022

Overall effectiveness **Good**

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 come in happily and settle well in all rooms. They enjoy taking part in a range of activities that support their development across the areas of learning. They benefit from the attention from staff who have high expectations of them. Children delight in exploring different activities and ideas. They learn about how different materials mix and combine, as they fill bowls with flour, water and cocoa powder. They add foam and fill their bowls to the brim, letting them overflow into a volcano. Children exclaim with delight that they have made a 'chocolatey volcano!'

Children develop their speaking skills alongside adults who help them to learn new words, such as 'pipette'. They are able to follow their own ideas as they make a play shop and fill it with things they bought on a real shopping trip. This helps children to learn about real-life experiences. Children have plenty of opportunities to develop their hand coordination, such as scooping, pouring, sticking and moving water from one bowl to another with a ladle. Babies stretch and grow their muscles, as they use tweezers and scoops to move pasta from one tray to another.

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

- The manager has made considerable improvements since the last inspection. She has a clear plan to continue developing the nursery and works with staff to include their views. Staff have opportunities to watch each other work to reflect and learn from the team. They report that they feel well supported. Recent improvements to the programme of professional development have helped all staff to understand more about their roles and responsibilities, particularly in how to keep children safe.
- Staff understand the learning intentions of activities and, overall, deliver these successfully. Children spend the bulk of their time engaged in purposeful activity that supports their development. Staff consider children's learning needs when planning activities, for example finding ways to introduce new language to children during messy play activities. They gently correct children's speech when they miss out words or sounds, to help them become confident communicators.
- Staff are good role models to children who know what is expected of them and behave well. Children keenly involve staff in their play, acting out the story of the 'Three Little Pigs'. Children identify that the wolf could not blow down the brick house and fetch a police officer to arrest him. Children develop their independence as they manage their own care needs. Even younger children learn to put aprons on to use the water tray, and find their coats to go outside.
- Arrangements to identify and support children with special educational needs and/or disabilities help them to reach their potential. The manager has improved relationships with other settings that children may attend, and other

professionals in their lives. This has improved children's access to extra help when needed.

- Children understand, and can use, a wide range of mathematical language, such as 'full, empty, bigger' and 'smaller'. This helps them to explain different ideas. However, sometimes staff do not help them to build on this knowledge to think about what might happen next.
- Staff share children's progress with their parents and parents appreciate the feedback they receive about their children's care. Staff help parents support children's learning at home. Recent projects on children's houses helped involve parents in their children's learning and development. They drew and wrote about where they live with their children. Children continued this learning in nursery as they made different drawings of types of habitat and set up their homes in the nursery play areas.
- Overall, the nursery environment supports children's learning. Staff have made changes to layouts of indoor areas to help all children follow their own interests more successfully. However, plans to improve the outdoor learning space, so that children have the same high-quality learning experiences as indoors especially in the winter months, have yet to take effect.

Safeguarding

The arrangements for safeguarding are effective.

Improvements have been made in the understanding and knowledge of all staff, including the designated lead for safeguarding. This means that all persons working with children understand how to recognise and refer concerns about children without delay. Staff have attended updated training to help them understand local procedures as well as signs and symptoms of concern. There are robust procedures in place to record and monitor any concerns that staff may have about any child in their care. This underpins the safety of children in the nursery.

What does the setting need to do to improve?

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

- review the organisation of the outdoor area to enable children to have equally high-quality experiences outdoors, as well as indoors, at all times of year
- help staff to extend activities for all children to help them make connections and develop their critical thinking.

Setting details

Unique reference number	EY554271
Local authority	Thurrock
Inspection number	10204037
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	1 to 4
Total number of places	30
Number of children on roll	23
Name of registered person	Treasure, Michelle Ann-Marie
Registered person unique reference number	RP554270
Telephone number	01708 804 979
Date of previous inspection	15 July 2021

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 seven 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 manager and the inspector completed a learning walk together. They discussed the curriculum and what it is that they want their children to learn.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- 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 nursery.
- The inspector viewed all areas of the provision and discussed the safety and suitability of the premises.

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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