

Inspection of Little Treasures Nurseries Ltd

The Lighthouse, 12 Haverfield Road, SPALDING, Lincolnshire PE11 2XP

Inspection date: 12 April 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision requires improvement

Children are happy and engaged in their play, they explore their environment with confidence. However, not all staff understand how to put into practice what they know and understand about children to help them develop. The management team do not ensure that every member of staff receives appropriate induction, coaching and support. This means gaps in staff's knowledge about how children learn are not known.

Toddlers and pre-school aged children show their excitement during activities. They squeal with delight as water splashes them when they tip water into varied containers and onto themselves. Staff play alongside children and remind them that it is okay to get wet and have fun, but also of the need to be careful not to slip on the wet ground. All children show a love of music. When staff play familiar songs, toddlers and pre-school aged children sing along. This supports them to develop their speaking skills. Children listen intently to staff when they sing 'sleeping bunnies' to them. Children follow instructions, jump up and hop around the playroom as directed in the song.

Children begin to build relationships with others and learn to share and take turns. Babies seek out familiar adults for comfort and support during their play. Children are supported by staff to understand the routines of the day and know when it is time to tidy up and where the resources belong. Staff consistently praise children for their efforts, achievements and positive behaviours. Children develop positive self-esteem as well as positive attitudes to learning.

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

- The manager and staff ensure that the areas used by children, both indoors and outdoors, are inviting and spacious, allowing them to explore. Outdoors, children enjoy making obstacle courses with wooden planks and climbing up and down fixed play equipment. They show good coordination as they weave in and out when riding wheeled toys. Pre-school children develop ideas together and decide how they will make a playhouse out of rubber bricks. Toddlers and babies enjoy making marks on paper, supported by staff.
- Some staff do not understand how to use play to support their key children's next steps in learning. This means that some planned experiences are not always suited to children's individual needs or capabilities. Staff can talk about the play and activities on offer and how they want this to meet the needs of children, but this is not always reflected during their interactions with children. Therefore, some children do not make the progress they are capable of.
- In the main, staff support children's independence skills well. Children choose how and what they want to play with and manage simple tasks, such as washing

their hands and using the toilet unaided. However, sometimes staff don't allow children to extend these skills further, such as pouring their own drinks, cutting up fruit for snack or helping themselves to tissues without being asked. This limits their ability to know how to respond to their own needs, ready for their next stage in learning.

- Overall, staff help children to develop good language. Children hear a wide range of words, through stories, singing and conversation. However, staff do not make every effort to ensure that those children who speak English as an additional language are able to hear and use their own language alongside English. This means that some children do not have every opportunity to extend their speaking skills further.
- The management team recognise the impact that the COVID-19 pandemic has had on staff in the setting. They understand that there are aspects of practice that require improvement. Although established staff feel supported by the manager and her team, they have not had an appraisal for some time to help them identify areas for improvement or gaps in their own learning. Furthermore, induction processes are not yet focused on enabling new staff to learn what it is that is expected of them as soon as they start. As a result, they do not always feel supported.
- Partnerships with parents are good. Parents comment on how well the setting helps children to settle when they first start. Parents share what their children know and can do when they start at the nursery. Staff use this information to extend and build on children's experiences. For example, water and sand play is always accessible to the children, as they know children have less access to these activities at home. Staff take the time to speak with parents at the beginning and end of the day to share any pertinent information about children's needs.

Safeguarding

The arrangements for safeguarding are effective.

Staff ensure that play spaces children have access to, both indoors and outside, are safe and secure. They complete daily risk assessments and ensure any hazards seen are minimised. The staff and management team know and understand how to keep children safe. They can explain the signs and symptoms children may display which might indicate concerns about children's welfare. They know the importance of record keeping and the need to pass this information on to the appropriate agency. The manager completes appropriate checks on staff to assess their suitability to work with children. This includes during recruitment and on an ongoing basis.

What does the setting need to do to improve?

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

	Due date
improve arrangements for the induction, supervision and monitoring of staff practice, to identify weaknesses and to target support and training effectively	10/05/2022
provide an ambitious curriculum that builds on what children already know and can do.	10/05/2022

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

- strengthen staff's interactions with children, particularly those who speak English as an additional language, to help them to develop their speaking skills
- enhance existing opportunities for children to use their independence skills.

Setting details

Unique reference number	EY401199
Local authority	Lincolnshire
Inspection number	10229971
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 6
Total number of places	72
Number of children on roll	99
Name of registered person	Little Treasures Nurseries Ltd
Registered person unique reference number	RP909923
Telephone number	01775 714 224
Date of previous inspection	27 September 2016

Information about this early years setting

Little Treasures Nurseries Ltd. registered in 2010 and is located in Spalding, Lincolnshire. The nursery employs 11 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 2 and above. The nursery opens from Monday to Friday for 51 weeks of the year except for bank holidays. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Alexandra Brouder

Inspection activities

- This was the first routine inspection the setting received since the 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 inspector observed the quality of interactions during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation of an activity and evaluated this with the manager.
- The inspector spoke with staff and children during the inspection.
- The inspector held a meeting with the manager. She sampled documentation, including staff's qualifications and evidence of paediatric first-aid training.
- The inspector spoke to a small number of parents to gather their views on the setting.
- The inspector carried out a learning walk and a tour of the setting with 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022