

# Inspection of Chosen Treasures Early Years

Beulah Family Church, Beulah Crescent, THORNTON HEATH, Surrey CR7 8JL

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Inspection date: 13 June 2022

<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 arrive happy and are keen to join in activities. They know morning routines well and show they feel safe as they hang up their belongings and put on their indoor shoes. Staff encourage children to express how they are feeling as they arrive, for example, by using an emotions display. Toddlers engage in small-world activities. They comment on their play as they push transport toys around and avoid obstacles. Staff talk to children attentively. They extend their learning by asking effective questions about what might happen next. Children play collaboratively together outdoors. They use water tubes to fill and empty containers. They develop their physical skills as they ride tricycles and kick balls into a net.

Older children thrive as they role play in the dentist surgery. They take turns as they join the waiting room, and build on real-life experiences as they pay for their check-ups. Staff teach children about making healthy food choices. They link this to discussions about looking after their teeth. Outdoors, children develop their independence as they embark on experiences such as cutting and peeling real vegetables. Staff incorporate early mathematical language into play. They discuss cutting pieces in 'half' and practise brushing in a 'circular' motion while using the outdoor toothbrushing station.

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

- Staff offer a curriculum that supports children to develop confidence and independence. Children demonstrate their skills as they dress themselves ready for the garden and toddlers pour themselves drinks at the water station. Key-person relationships are strong. Staff know where children are in their skills and are able to build on these individually. This helps children overall, to make good progress.
- The curriculum builds on children's existing knowledge. It helps children to develop the essential skills they need for their future lives. For example, staff help children to learn new words, such as 'cavities', and talk about their own experiences at the dentist. Staff extended this further by supporting parents to register children at their local dentist.
- Children recite their golden rules during circle time. They learn about sharing, and play alongside each other as they race around the garden on bicycles, and take turns playing hide and seek. However, some children who are struggling with their behaviour are not always given consistent messages from staff. This means they do not always fully engage in activities, to extend their learning to a higher level.
- Staff promote children's communication and language skills well. Staff use signing with all children, especially those who speak English as an additional

language. Children use this within their play, for instance, using signs for 'stop' and 'wait' in the garden. Staff promote local available support for parents. They encourage children with any language concerns to attend external 'chatterbox' sessions. Staff then build on these language skills with children within the setting.

- Staff encourage children to talk about how they are feeling. They give most children time to respond and talk to them in a calm and nurturing manner. This means children feel safe and secure and are ready to learn.
- Staff use early identification to support children with special educational needs and/or disabilities. They celebrate all milestones children make and talk highly of their achievements. Staff access regular training to help support specific children. They work closely with professionals and parents to ensure targets are consistent for children. This means that children progress well.
- Parent partnerships are strong. They speak highly of the setting and the good information-sharing. They comment that their children 'can't wait to come back' after the weekend. Leaders offer parents opportunities to contribute to the curriculum, using initiatives such as a parent forum. Home-learning activities are shared through newsletters and a parent communication group, to support children's achievements.
- Leaders have an ambitious vision for the setting. They spend time teaching children alongside staff, ensuring the curriculum is delivered consistently. They offer staff regular supervisions and well-being 'check ins'. They maintain good links with the local authority. This ensures all children are supported well.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and staff have a good understanding of safeguarding procedures. This includes how to report concerns about a child or a member of staff. Staff have a good understanding of broader safeguarding concerns related to female genital mutilation, the 'Prevent' duty strategy and county lines. Leaders have a robust induction plan in place and use staff supervisions to check ongoing suitability. Regular risk assessments and checks are completed on the premises. This ensures that children continue to be kept safe.

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

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

- ensure all staff implement a consistent approach to manage children's behaviour, so that they are actively engaged in purposeful play and learning.

## Setting details

<b>Unique reference number</b>	EY561838
<b>Local authority</b>	Croydon
<b>Inspection number</b>	10207670
<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>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	25
<b>Name of registered person</b>	Chosen Treasures Early Years Ltd
<b>Registered person unique reference number</b>	RP561837
<b>Telephone number</b>	07950810902
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Chosen Treasures Early Years registered in 2019. It is located in the London Borough of Croydon. The setting operates from 8am to 6pm, term time only. The setting employ five staff. Of these, four hold relevant early years qualifications, ranging from levels 3 to 6. One staff member is working towards a level 3 qualification. The setting provides funded early education places for children aged two, three and four years.

## Information about this inspection

**Inspector**  
Tania King

## 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 provider and has taken that into account in their evaluation of the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector had discussions with the manager about an activity they led.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The manager spoke to the inspector about their intentions for 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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