

Inspection of Little Treasures Nurseries Holbeach Ltd

Branches Lane, Holbeach, SPALDING, Lincolnshire PE12 7BE

Inspection date:

5 December 2022

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

Good

What is it like to attend this early years setting?

The provision is good

Children have strong relationships with all staff and happily seek cuddles and reassurance when needed. This supports them to feel safe and happy. Children develop close friendships with other children from a young age and imitate the help and nurture they learn from the staff. Children under two help staff hold a bottle of milk for their younger friend and fetch a tissue for them to wipe their mouth. They stroke their face and repeat the sound 'aw'. Children use their imagination and willingly share toy food in the pretend kitchen. They confidently share ideas, such as making staff a jam sandwich but deciding it needs some healthy lettuce. They discuss with staff whether salt would be a good idea and develop their hand-to-eye coordination while gripping a wooden spreader and pretending to butter the bread.

Children listen carefully to staff as they practise their physical skills, following instructions to jump like stars and make other movements. They tidy toys away when staff ask them to and understand how to respect the resources. Children behave well and know what staff expect of them, including using the words 'please' and 'thank you' when responding to them. Staff praise children for their keenness to try things for themselves, such as wiping their noses and putting the tissues in the bin without support. Children wash their hands independently and sit patiently at the table ready to eat lunch, using a knife and fork.

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

- The staff know the children well and talk about their individual personalities and what interests them. They play alongside children and identify what they know and can do, supporting them with what they need to learn next. This includes children with special educational needs and/or disabilities.
- Staff plan learning experiences based on topics they want children to learn about. They consider what skills and knowledge they could support children with during these experiences. Staff encourage young babies to make music using different instruments and different large movements. Babies laugh and try to repeat words staff say as they make noises using the instruments and move their bodies to the sounds.
- Overall, staff interact with children well. While children explore a basket full of different materials, staff ask them to describe the colours and textures. They introduce new vocabulary, such as 'scratchy'. On occasions, staff do not notice when some children in the toddler and pre-school room need further support to get the most from their chosen play. Therefore, staff do not interact with some children in a timely manner, and children begin to flit between activities.
- Children know how to get ready for going outside, including getting their coats and shoes on. Staff help children feel a sense of responsibility through completing everyday tasks. For example, staff ask them to find a tea towel and

to make sure they dry the seats of the outdoor ride-on cars. They teach children how to share cars with their friends and resolve disagreements. However, staff do not always consider what children need to learn next when playing outdoors and, at times, they offer limited experiences. Therefore, some children do not always build on what they know and can do to make the most progress.

- Leaders develop an ethos of teamwork in the nursery. They hold regular staff meetings which provide coaching opportunities, such as how to set up purposeful activities for different-aged children. However, procedures for identifying and providing staff with individually targeted support to develop the knowledge and skills they need are not yet embedded. Consequently, the quality of teaching and learning is not always consistent and of the highest quality.
- Staff focus on developing effective partnerships with parents and carers. They share information regarding children's learning and development regularly, including inviting parents to an open day. Parents explain they are happy with the communication from staff and believe staff listen to their feedback to make improvements to the nursery.
- Staff help children develop a love of stories and songs. They encourage children to join in with familiar phrases and actions. Children happily take books to staff and spend time pointing to objects they see and practising naming them.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a thorough knowledge of how to keep children safe from harm. Safeguarding policies and procedures are up to date, and staff attend regular safeguarding training. Staff have recently had intensive training regarding safeguarding and, in particular, what to do if they are concerned about any staff conduct. The environment is checked regularly to ensure it is a safe place for children to play. There is a clear procedure for visitors, and the site is secure. Staff and leaders understand their responsibilities in monitoring and reporting any signs and symptoms that children may be at risk of harm. They are confident about how to escalate any concerns. Leaders have a robust recruitment process and continuously monitor the suitability of all staff.

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 recognise when to provide further support for children who need it to focus during play
- implement a focused professional development programme that enhances each staff member's knowledge and skills specifically targeted to further improve learning outcomes for children
- develop the range of activities provided in the outdoor play environment so

children can build further on what they know and can do.

Setting details

Unique reference number	EY493974
Local authority	Lincolnshire
Inspection number	10262558
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	65
Number of children on roll	40
Name of registered person	Little Treasures Nurseries (Holbeach) Ltd
Registered person unique reference number	RP909924
Telephone number	01406 490 747
Date of previous inspection	9 May 2019

Information about this early years setting

Little Treasures Nurseries Holbeach Ltd registered in 2015. The nursery employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or level 3. The nursery opens from Monday to Friday, all year round, apart from a week at Christmas and 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

Lora Teague

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 the evaluation of the provider.
- The manager and the inspector conducted a learning walk together, discussing the learning intention for children and how the environment is arranged.
- The manager and the inspector observed and evaluated a period of children's play.
- The inspector observed the staff and children of all ages throughout the nursery.
- The inspector held discussions with staff regularly during the inspection.
- Parents' and carers' views were taken into consideration.
- A sample of documents were reviewed, including paediatric first-aid certificates, suitability checks, and safeguarding policies and procedures.

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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