

# Inspection of Little Treasures Pre-School

Sheldrick Way, Mildenhall, Suffolk IP28 7JX

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Inspection date: 8 December 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 thrive at this warm and welcoming setting. They clearly feel safe and secure as they settle quickly on arrival and confidently make choices about what to play with. Staff have high expectations for children and foster their curiosity in a range of topics. Children have ample opportunities to focus on their interests. For example, they identify their favourite toy dinosaurs and are eager to explain whether they are 'carnivores' or 'herbivores'. Children transport wooden steaks from the role play kitchen to feed their 'meat-eating' dinosaurs. They demonstrate pride in their achievements. Children delight in sharing their learning folders, full of photographs and notes on their individual progress. They tell adults, 'I did it,' as they carefully hold up dough shapes after successfully using a biscuit cutter.

Children behave positively and listen carefully to adults. They readily follow directions at key times of the day, such as putting their waterproof clothes on and lining up to go outside. Staff promote children's good manners well. They prompt children verbally and use sign language to support their understanding. Babies sign 'please' as they point to the snacks on offer. Children are very familiar with the daily routines and develop good self-care skills from an early age. For instance, babies eagerly pump the soap dispenser and learn how to wash their hands thoroughly.

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

- The manager and staff demonstrate a strong commitment to continuous improvement and are clearly passionate about their work. The manager regularly makes plans for changes and improvements across the provision. She gathers feedback from staff and parents to help her identify areas of focus. However, at times, self-evaluation is not sharply focused on assessment or reflection on the impact of the service in relation to its intent or ethos.
- Partnerships with parents are good. Parents speak highly of the setting, praising its 'caring staff' and 'family atmosphere'. They note how their children are eager to attend and that they feel well-informed about their progress. Parents comment on the strong focus on literacy and the love of reading that their children have developed.
- Staff work effectively as a team. They talk about the arrangements for supervision and appraisal which give them access to professional development opportunities and help to support their well-being. The setting employs a 'mental health first aider' as part of its commitment to caring for staff.
- Staff tell stories in an engaging way. They use puppets and soft toys to tell an exciting story about three goats and a fearsome dragon. Children listen intently and later retell key parts of the story as they 'trip-trap' over the wooden bridge in the garden. Staff promote children's literacy skills in the setting and at home.

They provide a small library for families and regularly send home special bags with books to borrow. Children develop a keen interest and enjoyment in listening to stories.

- Children access a wide range of creative activities and messy play resources. They practise using different tools and develop their small-muscle skills for drawing and early writing. Occasionally, staff deliver activities that are prescriptive and limit opportunities for children to explore, experiment and express themselves creatively.
- Staff know children well. They carefully assess where children are in their development, based on their observation of children and information from parents. Staff use this information to plan engaging activities, which support children's next steps in learning.
- Babies laugh delightedly as they play singing games with staff. They clap and smile as staff sing a rowing boat song with actions. Older children talk about the new songs they have learned. They recall Christmas songs and enthusiastically suggest their favourite nursery rhymes during group singing times.
- Staff skilfully match their language to children's level of development. For instance, they ask babies simple questions, model key words and give them time to respond. Staff teach older children more complex vocabulary for concepts such as 'magnification'. Children delight in experimenting with magnifying glasses. They examine tiny figurines and practise their sorting and counting skills to organise the figurines by colour and type.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff know the signs that may indicate a child is at risk of harm. They understand how to identify, record and report any concerns, including those regarding adults who work with children. The manager ensures staff keep their knowledge up to date with regular training and comprehensive noticeboards in the staff room. Staff also maintain their awareness of national and local concerns, including infectious illness warnings and the impact of the cost of living crisis on families. This helps to promote children's welfare and support families. When appointing new staff, the manager follows thorough recruitment processes to assure herself that staff are suitable. She conducts regular checks of all staff's ongoing suitability.

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

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

- focus more closely on how effectively the intent of the curriculum and service ethos is implemented when identifying areas for further improvement or change
- enhance opportunities for children to explore, experiment and express themselves creatively.

## Setting details

<b>Unique reference number</b>	2610177
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10251710
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	37
<b>Number of children on roll</b>	53
<b>Name of registered person</b>	Little Treasures Mildenhall C.I.C.
<b>Registered person unique reference number</b>	RP532929
<b>Telephone number</b>	01638 717877
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Little Treasures Pre-School registered in 2020 and is based in Mildenhall. The setting operates Monday to Friday, from 8am to 6pm, all year round except for bank holidays and set closure weeks during Christmas, Easter and in the summer. The setting employs 14 staff, of whom 13 hold appropriate early years qualifications at level 3 or above. It provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Kate Oakley

## 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 her evaluation of the provider.
- The deputy manager took the inspector on a learning walk across all areas of the premises to explain how the early years provision and curriculum are organised.
- The manager and the deputy manager each completed a joint observation and evaluation of an activity with the inspector.
- The inspector spoke to children, staff and parents at appropriate times during the inspection. She also looked at relevant documentation and reviewed evidence of the suitability of all persons working on the premises.
- The inspector observed the quality of interactions during activities, indoors and outdoors, and assessed the impact this has on 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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