

# Inspection of Little Treasure Day Nursery

Donnington Doorstep, Townsend Square, Oxford, Oxfordshire OX4 4BB

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Inspection date: 4 January 2023

<b>Overall effectiveness</b>	<b>Inadequate</b>
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The quality of education

**Inadequate**

Behaviour and attitudes

**Inadequate**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous  
inspection

Not applicable

## **What is it like to attend this early years setting?**

### **The provision is inadequate**

The provider fails to understand their role and responsibilities, leading to breaches in requirements. As a result, the setting does not maintain the required staffing qualifications. This has a detrimental impact on children's learning experiences. Despite this, most children are happy as they enter the nursery and staff greet them warmly.

Care practices do not always support children's emotional well-being. Staff do not always plan appropriate activities to support children's confidence. For example, they do not notice those children who wander around the setting with little interaction. This does not support all children to feel reassured in the day. Despite this, babies have sensitive and responsive relationships with staff. For example, they joyfully smile and babble with staff at mealtimes.

Staff have appropriate expectations of children's behaviour. For example, they remind them to take turns with the cars outside. However, staff do not offer children experiences that excite and engage them. This leads to children repeating unwanted behaviour that staff fail to notice or respond to effectively. As a result, some children have a poor attitude to play and learning.

Most children with special educational needs and/or disabilities (SEND) make good progress. Leaders and staff work well with parents and other professionals. This ensures that these children have individualised plans in place to support them to meet their next steps in development. Most children with SEND can follow the routine of the day and make good friends. For example, they sit patiently at mealtimes and happily chat with everyone at the table.

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

- The provider fails to meet the requirements for staff qualifications. The manager does not hold a relevant qualification as required. There are also not always enough staff on duty that hold an appropriate qualification at level 2 or above. Therefore, the staff team lacks the knowledge and experience to meet children's needs effectively. Some staff have a poor understanding of how children learn. For example, at story time, staff repeatedly answer questions for children and this limits children's learning. Despite this, leaders have supervision processes in place and staff receive regular feedback on their practice.
- Leaders recognise the importance of a sequenced curriculum. For example, they know that babies need to feel secure in their emotional well-being before moving on to another area of learning. However, staff do not plan effectively to meet children's next steps of development. For example, in activities, staff focus too much on broad learning outcomes, such as colours and numbers, rather

than children's individual interests and learning needs. This contributes to children's frequent lack of engagement.

- Overall, staff interactions support most children's early communication and language skills. For example, staff introduce new vocabulary by repeating simple words, such as 'hedgehogs' and 'seahorse'. However, staff do not always pay enough attention to supporting those children who need extra help to communicate, such as children who speak English as an additional language. As a result, some children do not quickly gain the skills they need to communicate effectively with others. For example, staff do very little when children struggle to communicate their needs and take toys away from their friends. This repeatedly disrupts children's learning and breaks their focus.
- Some children are curious learners and enjoy some activities on offer. For example, older children smile as they mix chalk and salt to make different colours. They happily talk about what colours they have made. Some older children take turns well and can focus on activities that interest them.
- Staff and leaders value and promote diversity within the nursery. They offer children lovely experiences to help them to understand their own and other's cultures. For example, parents and children enjoy looking at the flags of their countries in the entrance. Staff also offer children and their families the opportunity to take part in a 'bring and share' at events. They can bring foods or items that help to talk about their cultures and families. This helps children to begin to understand what makes them unique.
- Parents say that the staff are extremely welcoming. They enjoy regular updates about their children's learning and development, such as pictures and progress reports. Parents appreciate how the staff support their family's individual needs. For example, they mention the regular reassurance given when their children first start at the nursery. This helps to build trusting relationships between staff and parents.

## **Safeguarding**

The arrangements for safeguarding are not effective.

Due to breaches of safeguarding and welfare requirements, the arrangements for the key-person system are weak. Some children's emotional needs are not fully met and they do not feel safe and secure. However, staff and leaders attend regular training to keep their safeguarding knowledge up to date. They know how to spot signs and symptoms if a child was at risk of emotional abuse. Leaders and staff know where to report if they had concerns over a child's welfare. They have robust procedures in place and know how to report it if they receive an allegation about a member of staff. Staff carry out daily risk assessments of the setting. For example, they check all gates are secure and equipment is safe before children enter the garden. This minimises the risk to children.

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

**To meet the requirements of the early years foundation stage, the**

**provider must:**

	<b>Due date</b>
ensure a manager is in post who holds a relevant qualification to level 3 or above	27/01/2023
ensure enough staff are present who hold a relevant qualification to level 2 or above	27/01/2023
improve the curriculum to provide interesting and challenging activities that engage children and build on what they already know and can do	27/01/2023
implement an effective key-person system to support children's personal, social and emotional development and ensure they are able to enjoy activities offered to them daily.	27/01/2023

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

- develop further strategies to support children with their communication and language skills, particularly those who speak English as an additional language.

## Setting details

<b>Unique reference number</b>	2614218
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10263801
<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>	1 to 3
<b>Total number of places</b>	36
<b>Number of children on roll</b>	35
<b>Name of registered person</b>	Mohammed, Marian Nsune-Kuo
<b>Registered person unique reference number</b>	RP516207
<b>Telephone number</b>	07982932565
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Little Treasure Day Nursery registered in 2020. They operate from Donnington Doorstep in Oxford. They operate Monday to Friday from 8am until 6pm. The setting employ nine staff and of these four have early years childcare qualifications. The setting receives funding to provide free early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Mandy Cooper

## 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 inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents 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.

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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