

Inspection of Little Treasures Day Nursery (Skegness)

Little Treasures Day Nursery, 18 Algitha Road, SKEGNESS, Lincolnshire PE25 2AG

Inspection date: 1 February 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy to attend this inviting nursery. They show that they feel safe and secure, for example, when they follow the routines. Children in the baby room take off their shoes and put them in the allocated space. Children learn how to behave positively. For example, when children in the pre-school room finish playing with toys, staff say, 'when you have finished with the toys' children reply 'you put them away'.

Children have opportunities to develop a love of books. Children in the toddler room listen to favourite stories and repeat familiar phrases, such as 'I'm the gingerbread man.' Children in the pre-school room are introduced to new words through story telling. This helps to extend their vocabulary. Children are supported to develop their mathematical skills. They solve problems when they complete puzzles; staff help them to recognise different shapes, such as a circle and hexagon. Children are keen to engage in conversations with staff to share their thoughts and ideas. They learn how to use sign language to support their understanding of the words they use. This is particularly beneficial for children who speak English as an additional language. Children with special educational needs and/or disabilities benefit from additional funding to provide them with one-to-one support from staff. This helps to meet their individual needs.

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

- The management team and staff place a strong focus on supporting children's communication and language skills. They recognised that after the COVID-19 pandemic, some children had gaps in their speaking skills. To help reduce these gaps, staff provide targeted small-group activities that focus on this aspect of learning. They use simple words when they speak to children in the baby room. Staff talk to children and model using longer sentences.
- Children learn skills that will help them for the future, such as to be independent. Staff remind children in the toddler room to wipe their own noses and to dispose of the tissue in a bin. Pre-school children are asked to select their plates and cutlery at lunch time and to serve themselves food.
- The management team identify improvements to the nursery. Recent changes provide children with further opportunities to develop their imagination outdoors. For example, they have access to a role-play mud kitchen.
- Parents provide positive comments about staff. They say that they are friendly and appreciate the trips they take their children on. However, not all staff share information with parents about how they intend to help their child to progress. Furthermore, not all staff offer parents ideas to help them to continue their children's learning at home.
- Staff support children's emotional well-being effectively. For example, staff

follow the same routines in each room, offering children familiarity. For example, in the baby and toddler rooms, staff shake a tambourine to give children a warning when the routine changes. In the pre-school room, children have the responsibility of shaking the tambourine themselves. They tell their friends that they have three more minutes left to play before it is tidy up time.

- Staff give children gentle reminders of the rules and boundaries. For example, when children in the toddler room start to run indoors, staff remind them to use their walking feet. When children comply, they receive a high five for their achievements, helping to raise their self-esteem and confidence.
- Children are keen to join activities staff plan, helping to develop their concentration. However, staff in the toddler room do not fully identify when they need to adapt their teaching to help children deepen their understanding in areas of learning where their knowledge is less secure. For example, during a planned activity, when children match colours incorrectly, staff do not help them to understand how to do this correctly.
- Staff know the children well and follow their interests. One example of this is when children hear an aeroplane. Staff talk to them about their knowledge of going on an aeroplane. This positive interaction between staff and children quickly extends to developing children's imaginative play. Children pretend to pack a suitcase and tell staff that they are going on the aeroplane to Spain.

Safeguarding

The arrangements for safeguarding are effective.

The management team and staff understand their responsibilities to safeguard children. They follow a thorough recruitment procedure when employing new staff. Staff's ongoing suitability to work with children is checked. This helps to make sure that staff are suitable in their roles. The management team and staff know how to identify if children are at risk of harm and where to report any concerns they have regarding children's welfare and safety. Staff supervise children well, such as when they walk upstairs in the nursery. They stand behind them and remind them to hold on to the low-level banister.

What does the setting need to do to improve?

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

- strengthen partnerships with parents and keep them informed about their child's development and how they can continue their child's learning at home
- help staff to recognise when to adjust their interactions to offer further guidance to correct children's misunderstandings and to support their learning even further.

Setting details

Unique reference number	EY419509
Local authority	Lincolnshire
Inspection number	10258569
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	0 to 4
Total number of places	49
Number of children on roll	61
Name of registered person	Comforts Childcare Ltd
Registered person unique reference number	RP530262
Telephone number	01754 766899
Date of previous inspection	31 March 2017

Information about this early years setting

Little Treasures Day Nursery (Skegness) registered in 2010 and is situated in Skegness, Lincolnshire. The nursery employs 14 members of childcare staff. Of these, three hold appropriate early years qualifications at level 5, two at level 4 and five at level 3. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Hayley Ruane

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 provider, deputy manager and the inspector completed a learning walk together of all areas of the nursery and discussed how they intend to implement the curriculum.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- Children spoke to the inspector throughout the inspection.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the deputy manager.
- The inspector held a meeting with the provider and deputy manager. She reviewed relevant documentation and evidence of the suitability of staff working in the nursery.
- Parents shared their views of the setting with the inspector.

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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