

Inspection of Little Treasures Academy

13/14 Thorney Leys Park, Witney, Oxfordshire OX28 4GE

Inspection date: 6 March 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

Staff greet children with warm and welcoming smiles as they enter the nursery. Children happily separate from their parents with confidence and excitedly wave goodbye. Children have close bonds with their key persons. For example, babies smile with joy as staff lie on the floor and use facial expressions and eye contact to engage them. Children appear to feel happy and secure.

Staff are positive role models and children behave well. Staff skilfully use effective strategies to support children to understand behaviour expectations. For example, to support children to follow routines, staff play a game with toddlers in the garden where they are asked to 'freeze'. In response, children stop what they are doing and listen to the staff. At group time, pre-school children put up their 'thinking thumb' if they would like a turn to answer a question. Children are beginning to understand why behaviour rules are in place.

Children have endearing social skills. They make lovely friendships and enjoy sharing their thoughts and ideas with friends in play. For example, pre-school children chat back and forth as they explore fire engine toys. This helps children to grow in confidence and they are beginning to take pride in their uniqueness. For instance, children animatedly share with staff that they recently 'turned four' and had a party for their birthday.

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

- Staff and leaders plan a sequenced curriculum. They pride themselves on igniting children's 'love of reading'. For example, children regularly visit the nursery's library and enjoy sharing the story sacks on offer. Children of all ages repeatedly sit with books and enjoy sharing them with others. For instance, staff enthusiastically tell babies stories and they enjoy pointing to pictures in books. In addition, older children confidently retell the story of the 'Three Little Pigs' at group time. Children have good early literacy skills.
- Staff and leaders understand the importance of children developing strong communication and language skills. Staff support this by offering comments to children in play and asking them to share their thoughts and ideas. For example, babies happily babble back as staff repeat simple words, such as 'bouncy'. However, at times, the quality of interactions between children and staff is variable in some rooms. For example, some staff working with younger children do not use sufficient language with them during play. This does not consistently support the younger children's communication and language development.
- Children have positive attitudes to play and learning. For instance, babies giggle with delight as they crawl through tunnels, toddlers enjoy pouring and tipping water in jugs and pre-school children squeal with excitement as they mix paint

to make the colour brown. Staff plan activities to support all areas of learning in a fun way. They offer plenty of experiences to children that help them to learn about the wider world, including their own and others cultures. For example, staff explain how they have recently taken older children to the local church as some children had never had this experience. Children have a wealth of experiences that prepare them for life in modern Britain.

- Staff know the children well and know how to meet their needs. Children with special educational needs and/or disabilities (SEND) make good progress from their starting points. Staff plan individualised support for those children with SEND to help them meet their next steps in learning. For example, staff recognise when some children require quieter one-to-one interactions rather than joining in with a group time. This helps children to regulate their emotions.
- Staff eagerly share that leaders are extremely compassionate and go above and beyond to support their well-being. This helps staff to feel happy and engaged with the children. Staff receive regular training to keep their knowledge up to date. For example, they attend training focused on the different ages and stages of children's development to help them to meet children's needs. However, at times, leaders do not effectively identify when some staff need further professional development to maintain consistency in teaching.
- Leaders and staff build positive parent partnerships. Parents appreciate the daily verbal feedback they receive about their children's learning and development. They say that staff are 'friendly, approachable' and support the whole family, not just the children who attend. Parents adore the activities sent home, such as making gingerbread men. This helps parents to support children's home learning.

Safeguarding

The arrangements for safeguarding are effective.

Leaders promote a positive safeguarding culture. Staff regularly attend training to keep their knowledge of safeguarding issues up to date. Staff know where to locate contact details of other agencies if they need to refer concerns over a child's welfare. They know how to spot signs and symptoms of children who may be at risk of physical abuse or female genital mutilation. Leaders are knowledgeable about how to refer their concerns if they receive an allegation about a member of staff. Staff carry out thorough risk assessments. For example, they ensure they check rooms and garden areas for any broken toys before the children enter.

What does the setting need to do to improve?

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

- embed the curriculum for communication and language across every room, so that all children make good progress in this area

- develop further staff knowledge and skills to maintain consistently high-quality interactions to support children's learning.

Setting details

Unique reference number	EY387298
Local authority	Oxfordshire
Inspection number	10280414
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	96
Number of children on roll	105
Name of registered person	Living Waters UK Limited
Registered person unique reference number	RP528699
Telephone number	01993700123
Date of previous inspection	18 August 2017

Information about this early years setting

Little Treasures Academy registered under the present owners, Living Waters UK Limited, in 2008. The nursery operates from premises in a small business park in Witney, Oxfordshire. It provides care from 7.30am to 6pm, Monday to Friday, all year round except bank holidays. The nursery receives funding to provide free early education for children aged two-, three- and four-years old. There are currently 33 staff employed by the nursery, of whom 17 hold appropriate early years qualifications between level 6 and level 2.

Information about this inspection

Inspector

Mandy Cooper

Inspection activities

- This was the first routine inspection the nursery 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 nursery.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children communicated with the inspector during the inspection.
- 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 manager and the inspector carried out a joint observation during group time.
- The inspector observed the interactions between staff and children.
- 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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