

Inspection of Little Treasure Day Nursery

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

Inspection date: 5 June 2023

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	Inadequate

What is it like to attend this early years setting?

The provision is good

Children are happy and confident. They feel safe and secure with staff, who are warm and caring. Newly settling children receive good support from staff. Staff gain information from parents to support children on entry, such as about comforters and favourite toys. Older children follow routines and expectations easily, including putting on their coats and lining up to go outside.

The new manager has a good understanding of how to support children and enrich their learning. There is a clearly sequenced curriculum, which staff understand. This helps children to make good progress. Overall, staff reflect the learning intentions in their interactions and support given to children. Children engage well in their play and learning. There is a strong focus on promoting children's language skills. Children learning English as an additional language (EAL) quickly develop their use and understanding of English. Babies enjoy social interactions, such as joining in a group activity with older children. They clap their hands in delight when songs are sung and young toddlers join in repeated sounds and actions.

Children develop their physical skills effectively. They explore sensory materials, including dough and sand, using their hands and tools. They strengthen core muscles through using large play equipment, such as when visiting a nearby park. Children benefit from local outings and visits from people within the community, including the fire service. This promotes their understanding of their community and provides new experiences to them.

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

- The new manager is having a positive impact on the quality of the provision. Staff state they are very well supported and are confident to seek advice. They work closely together as part of a supportive team. Staff have regular supervision and team meetings. Overall, staff receive effective guidance to help them fulfil their roles and responsibilities. At times, the management team does not precisely identify aspects of staff's practice to develop further. This means, staff sometimes do not receive specific guidance to help maintain and build on the good quality practice.
- Staff complete regular training and professional development. This includes the new approach to planning the curriculum and ways to support children learning EAL. Although staff have a clear understanding of the curriculum, some staff do not implement the learning intentions as well as possible. This does not always fully extend children's learning and progress. For example, although staff are aware of encouraging babies to feed themselves, they do not always consistently encourage this. In addition, staff sometimes do not give older children sufficient time to think and respond when asking questions.

- Staff monitor children's learning and progress securely, including through regular observations and assessments. This helps staff to quickly identify when children may need extra support. Staff know the processes to follow should development concerns arise. They use effective strategies to support children, including visual timetables and picture cards. This promotes communication with all children, particularly those who need help to catch up or who are learning EAL.
- Children gain skills to help them become ready for the next stage of their learning. They learn to behave in a suitable way, such as taking turns and sharing. Children develop and maintain their concentration effectively during activities. For example, children maintained their attention very well during a group activity. This included a recall of the nursery's rules, a game of 'what's in the bag', singing and practising some simple letter sounds. Children joined in enthusiastically and demonstrated a good recall of previous learning.
- The key-person approach meets children's needs effectively. Staff understand their key person responsibilities well, including building close relationships with children and their families. Children develop good levels of confidence and self-esteem. They show pride in their achievements, which staff positively acknowledge, such as through praising children. Children gain an understanding of being responsible, including helping to tidy up and clear away after lunch.
- Partnerships with parents is strong. There is good ongoing communication with them, including through an app and during daily handovers. Parents highlight that they are happy with their children's progress and the care provided. They comment that their children enjoy their time at nursery and are happy there. When needed, there is clear partnership working when professionals are involved in children's care and learning. This helps to promote a consistent approach to meeting children's needs between home, the nursery and professionals.

Safeguarding

The arrangements for safeguarding are effective.

Staff confidently understand their safeguarding responsibilities. They know what steps to take should they have concerns about children or other staff. This includes reporting concerns to the nursery's designated safeguarding leads and making referrals to outside agencies. Staff follow safe practices to promote children's well-being and safety, such as safe sleeping and food safety. For example, staff ensure food provided by parents is heated to an appropriate temperature with a food probe. They minimise the risks of potential choking, as they ensure that food provided by the nursery is cut into small pieces. There are robust recruitment and ongoing procedures to check staff's suitability to work with children.

What does the setting need to do to improve?

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

- build on staff's knowledge of the curriculum intent to support them to consistently implement this, to extend children's learning and development further
- monitor staff's practice to help guide them as effectively as possible in their work, to maintain and build on the good quality practice and provision.

Setting details

Unique reference number	2614218
Local authority	Oxfordshire
Inspection number	10271716
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	36
Number of children on roll	39
Name of registered person	Mohammed, Marian Nsune-Kuo
Registered person unique reference number	RP516207
Telephone number	07982932565
Date of previous inspection	4 January 2023

Information about this early years setting

Little Treasure Day Nursery registered in 2020. The nursery is located at Donnington Doorstep in Oxford. It operates Monday to Friday from 8.30am to 5.30pm, all year round except for bank holidays and a week at Christmas. There are eight staff employed to work with the children, five of which hold recognised early years qualifications. Of these, the manager and one other member of staff hold level 6 qualifications, two staff hold level 3 qualifications and one member of staff holds a level 2 qualification. There are three staff training to gain qualifications at either level 2 or 3.

Information about this inspection

Inspector

Sheena Bankier

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the nursery.
- The manager took the inspector on a learning walk and explained the curriculum learning intentions.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- An activity was jointly observed and evaluated by the manager and inspector.
- Discussions and meetings were held with the owner, manager and staff during the inspection.
- Some parents discussed their views and additional information was provided through written feedback from other parents.
- The inspector chatted and interacted with children during the inspection.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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