

# Inspection of Little Treasures at Wheeler Children's Centre

Wheeler Primary School, Wheeler Street, HULL HU3 5QE

---

Inspection date: 29 February 2024

<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	Good
--	------

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

### **The provision is good**

Children are happy in the warm and welcoming setting. Staff ensure children's safety, completing risk assessments and regular fire drills. Staff demonstrate a good understanding of the signs of abuse and how to report any concerns they may have.

Leaders and staff have a clear intent for the curriculum. They know the foundations upon which children should build to make progress in their learning. The curriculum focuses greatly on literacy and helps children to develop a love of books. Staff use captivating storytelling to engage children, using props to promote discussion. Staff extend this learning by providing story sacks for children to take home. These provide parents with ideas to continue children's learning through a range of activities.

Children demonstrate positive attitudes to learning. They display excellent behaviour and feel secure to explore the interesting environment. The key-person system supports children extremely well. Staff build consistent and close relationships with the children and their families. Staff know the individual learning needs of the children and correctly identify the next steps in their learning. They are caring and reassuring in their manner towards the children, which supports them to feel settled.

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

- Staff expertly use questioning during children's play, promoting their thinking skills and their language development. Staff pronounce and name objects correctly. They allow children time to think and respond to questions. Staff show a genuine interest in children's conversations. They listen carefully as children find their voices, helping them to develop their language further.
- Children are supported to develop their physical skills from the outset of their time at the setting. Young children are supported by staff to practise their skills as they become more confident movers. Children have opportunities to develop their mark-making skills in the outdoor environment, where they draw on the walls and the floor with chalk, before developing their fine motor skills and becoming creative painters. They expertly stick sequins and feathers onto their creations. These skills help to prepare them for their early writing skills.
- Staff monitor children's progress regularly, which enables them to ensure that children are developing at appropriate rates. They accurately assess children to ensure that those who need additional support have access to external services. Leaders maintain good contacts with the school and area special educational needs coordinator, which ensures that strategies are in place while children and families await external support.

- Staff enhance children's mathematical development by introducing spatial reasoning skills such as measuring and pouring when in the mud areas and the sand. However, they do not use routine counting in activities.
- Staff teach children about oral hygiene. They engage children in discussion about the food they eat at nursery and at home. However, they do not automatically extend this discussion to teach children about healthy food choices.
- Children begin to develop their independence skills early on in their lives. They are encouraged to try to put on their outdoor clothing, and they hang up their coats as they move to other areas of the setting. They know to wash their hands before snacks and lunch and use the nose wiping station to manage their personal hygiene. Staff remind children about the importance of keeping germs at bay.
- The written feedback from parents shows positive comments about the care and education their children receive. They value the time taken to help children settle in at the setting. They appreciate the information relayed to them via the online application.
- Leaders have strong links with the accommodating school. Children are welcomed into the school environment and able to engage in school events. Leaders work closely with school staff to ensure that children are able to transition seamlessly to the next stage in their learning. Children who are to attend other schools are prepared well with the necessary skills they need. Staff prepare transition reports to ensure that all information about children's needs is communicated.
- The setting accurately evaluates its service. Feedback is sought from parents, the local authority and the host school. This enables leaders to consider the areas they would like to develop further and the strengths of their provision. Leaders and staff precisely identify the training needs of staff, ensuring that any professional development opportunities make a positive contribution to the care and education of the children.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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

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

- support staff to maximise opportunities to extend children's mathematics skills during everyday activities
- promote children's understanding of healthy eating to improve their knowledge

and support the development of healthy habits.

## Setting details

<b>Unique reference number</b>	EY337000
<b>Local authority</b>	Kingston Upon Hull City Council
<b>Inspection number</b>	10317020
<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>	56
<b>Number of children on roll</b>	78
<b>Name of registered person</b>	Wheeler Primary School Governing Body
<b>Registered person unique reference number</b>	RP526339
<b>Telephone number</b>	01482 353125
<b>Date of previous inspection</b>	9 May 2018

## Information about this early years setting

Little Treasures at Wheeler Children's Centre registered in 2006. The nursery employs 16 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 3 and above. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm, except for bank holidays and two weeks at Christmas. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Dawn Woodhouse-Wykes

## 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 deputy joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke to 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 inspector took account of written feedback from parents.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2024