

Inspection of Little Treasures Nursery and Preschool

The Old Naafi, Weston Drive, CATERHAM, Surrey CR3 5XY

Inspection date: 27 November 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy, content and demonstrate trust in the staff and have a sense of belonging. Staff know the children well and provide a wide range of activities that support children's learning in all areas. All children, including those with special educational needs and/or disabilities (SEND), learn in an environment that is stimulating and supports their needs.

The staff are good role models and regularly reinforce behavioural expectations. Children are caring, polite and follow instructions well. For instance, they help staff to tidy toys away as they transition into the next aspect of the routine. The rules and boundaries in place help children feel safe, and they learn right from wrong. Staff support children to understand their emotions. For example, children engage in activities that require them to think about their feelings and discuss these in a small group. Their personal, social and emotional development is supported well.

Children love being outdoors in all weathers, exploring. Staff share the children's enthusiasm as they run through puddles that have been created by the overnight rain. Children show their delight by laughing as they splash in the puddles. Staff support children's physical development further by asking them to move in different ways, such as jumping.

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

- Managers and staff have developed a well-sequenced curriculum that helps children to develop skills as they transition through the rooms. Staff understand what they are teaching children and why it is important for their age and stage of learning. Through their careful observations and assessments, staff understand how children like to learn and where they need support. They provide children with appropriate next steps that move them forward and help them progress.
- The support in place for children with SEND is good. Staff make referrals in a timely manner to ensure children receive the targeted support they need. Managers have considered how they can adapt the curriculum to support children with SEND to enable them to access learning at their own level. All children make progress from their starting points. Parents of children with SEND express their gratitude for the personalised support and care their children receive in the setting.
- On the whole, staff plan well-thought-out activities that support children to learn new concepts. Children understand the routine and structure of the day. However, at times, staff do not always recognise the impact of the noise level in the room or consider how to support children in activities that require them to listen intently. Furthermore, managers do not always identify that some

mealtime transitions, particularly for the youngest children, leave them waiting lengthy periods of time for their meals. As a result, children become less engaged and distracted at these times.

- Children are developing a love of books. The staff read to children in a way that captures their attention and imaginations. Children develop their listening and attention skills as they sit comfortably engaged in the stories read to them. They look at books independently and handle them with respect. They are learning that print carries meaning, and they strengthen their literacy skills.
- Managers and staff value parents' thoughts and opinions and seek regular feedback by sending out surveys and questionnaires. Parents share that they are happy and content that their children are safe and receiving good care. Staff gather useful information from parents when children first start. They talk with parents, sharing daily updates on children's routines and time spent at nursery. However, staff do not consistently share information with parents about children's learning or offer ideas on how they can further support children at home.
- Managers are reflective and have evaluated well the strengths of the setting and areas for ongoing development. Staff express that their well-being is a priority. They receive support, coaching and training to help them to promote their ongoing professional development.

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:

- improve the planning of group activities and daily routines to fully support children's learning and avoid long waiting periods
- strengthen information-sharing with parents to help ensure that they are kept consistently informed and involved in their children's learning.

Setting details

Unique reference number	2763668
Local authority	Surrey
Inspection number	10362618
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	1 to 5
Total number of places	112
Number of children on roll	78
Name of registered person	Marali Childcare Ltd
Registered person unique reference number	2763667
Telephone number	01883343678
Date of previous inspection	Not applicable

Information about this early years setting

Little Treasures Nursery and Preschool registered in November 2023. The provider employs 40 members of staff. Of these, one staff member holds a qualification at level 6 and 18 hold appropriate early years qualifications at level 2 or above. The setting is open from 7.30am to 6pm, Monday to Friday, for 51 weeks of the year. The setting provides government funded early years places.

Information about this inspection

Inspectors

Kelley Ellis
Hayley Kiely

Inspection activities

- The managers and inspectors completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke with the inspectors during the inspection.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The managers showed the inspectors documentation to demonstrate the suitability of staff.

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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