



Little Treasures Nursery

Inspection report for early years provision

Unique Reference Number	318614
Inspection date	01 November 2005
Inspector	Janet Fairhurst
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Registered person	Deborah Troup
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Little Treasures Day Nursery and Out of School Club opened in 1999. The premises is a self contained, single storey building, located in the Concord area of Washington. Children are cared for in three playrooms which are divided into the different age groups. The nursery has an enclosed outside area.

The nursery is registered to provide care for 34 children aged between 3 months and under 8 years. There are currently 37 children on the roll, which includes eleven

children who receive nursery education funding. Children attend for a variety of sessions. The nursery is open Monday to Friday, 08.15 to 17.00, fifty weeks of the year, closing for two weeks during the Christmas holiday period.

There are five fulltime and one part-time members of staff who work with the children, all of whom have early years qualifications. The setting receives support from the local authority and are members of the National Day Nurseries Association.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are beginning to learn the importance of good personal hygiene through well-planned daily routines; for example, as they are encouraged to wash their hands and brush their teeth and the staff provide the children with simple explanations as to why. Staff present themselves as good role models. High priority is given to maintaining good hygiene practices throughout the nursery to ensure a healthy environment is provided for the children. Resources and equipment are regularly cleaned. Good toileting and nappy changing procedures are followed. Staff wear disposable gloves, thoroughly clean changing areas and wash hands.

Children's access to outdoor play is limited to 'nicer' weather. When the weather is less favourable, opportunities for fresh air and outdoor play are unnecessarily limited, as the staff do not always take full advantage of spontaneous outings or have thought of alternative ways round this issue. Children have planned access to soft play equipment within the group room which allows them to develop their physical skills however, this lacks challenge for the older, more able children.

A healthy eating programme is promoted. Children receive an appropriate diet as the nursery serves regular meals which parents provide for their children. The nursery provides healthy snacks such as fresh fruit. A weekly snack menu is displayed alongside useful information relating to healthy eating. Children's individual dietary needs are met, in keeping with the wishes of parents. For example, staff work closely with parents to ensure that babies are fed according to their own individual feeding routines. Information regarding what children have eaten and babies' liquid intake is recorded and shared with parents daily. All children are offered drinks on a regular basis.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe, secure and well maintained environment. They stay safe and secure because staff are vigilant and carry out thorough risk assessments. They give high priority to children's safety and have a very good understanding of how to achieve a balance between moving freely and setting safe limits.

Children have access to a good range of safe quality play materials and equipment.

The good organisation of the toys means that children can move around safely and freely to select resources independently from tables, trays and boxes which are stored at child height.

Knowledgeable staff fully understand and follow the setting's comprehensive policies and procedures to protect and keep children safe. Sensitive reminders, such as requests not to run indoors in case you fall, increase children's awareness of everyday safety in the setting and help them to take responsibility for keeping themselves safe. Children's welfare is well protected by staff who have a thorough understanding of their role and responsibility concerning child protection.

Helping children achieve well and enjoy what they do

The provision is good.

Staff provide a good range of activities and play opportunities to foster all areas of young children's development. They make good use of the Birth to three matters framework to improve children's achievements. Planning and children's assessments are used clearly to extend learning. Children enthusiastically take part in a good range of imaginative, sensory and creative experiences, such as hand painting, corn flour play, jelly and spaghetti play. Activities and resources in all of the play rooms are age specific for children attending and these are all easily accessible ensuring children have free choice, which promotes independence. Young children benefit from routines which are consistent with experiences at home, promoting their feelings of security and ensuring continuity of care. The interaction between staff and children is good, ensuring that warm trusting relationships are developed and that children are happy and settled. Staff spend most of their time playing with the children, giving lots of cuddles, using playful talk and encouraging them to explore their environment. Staff and babies were observed to imitate one another, and staff respond well to babies' sounds during play which promotes their communication skills.

Nursery Education

The quality of teaching and learning is good. Staff have a secure knowledge of the areas of learning and understand how to implement them. They work well together as a team to create a welcoming and stimulating environment that offers many good learning opportunities. Good individual support and encouragement is given to children to be independent, to observe, and to talk about their experiences. Staff are good at listening carefully to what children have to say and at asking further questions. This successfully promotes children's ability to initiate conversation with adults and children. Staff know the children well and plan a range of activities to meet their needs. However, at times the physical opportunities and challenges set for the older and more able children are limited. This limits the opportunities for children to test and extend their skills in this area. There is good emphasis on learning through play. Staff know when to intervene as children play to pose well-targeted questions and to 'feed in' new words. Planning is good. Interesting tasks that are well-matched to children's needs are planned. The staff make accurate observation of what children can do and cannot do and these good assessments form the basis of pinpointing what children need to do next.

Children are keen to learn play well together and are eager to try new experiences, showing confidence as they approach adults to ask questions and share information. Children behave well which helps to create an environment where children are secure and so are able to take interest in others, develop friendships and adopt a positive attitude towards learning. Children listen well to staff and each other which allows them to enjoy activities such as stories, table top games and to learn new vocabulary. They are beginning to attempt to write and sound out words such as their names. Children know and follow the routines of the day very well. Children show very good levels of independence and manage themselves well in matters of hygiene, such as washing hands and washing their own crockery after snack time. Children's communication skills are developing well. They show good speaking and listening skill for example, as they listen to the rules of the game and express their views during small group time. They engage in songs and ring games enthusiastically and know a number of familiar songs and action rhymes. They enjoy stories and ask for their favourites to be read.

Children gain confidence in using numbers in their play. They are good at counting and they know the names of simple shapes for example, one child described a brick as a rectangle and a pancake as a circle. Some children are able to differentiate between sizes of objects and are beginning to use simple mathematical vocabulary, such as smallest and biggest. Children gain knowledge and understanding of the world they live in through exploring natural resources such as leaves and by visiting places and having visitors. They enjoy playing with the computer and are becoming skilled at using the mouse. Children happily talk about themselves and events in their lives and develop a sense of time passing with the clear routines they follow each day.

Children move freely and confidently indoors. They enjoy moving in a variety of ways as they stretch, jump and hop when participating in ring games. Children manipulate simple tools well, showing increasing control when using equipment. For example, as they glue leaves onto their collage picture. There are few opportunities for the more able children to test and develop their physical control and skills as there is not sufficient challenge provided for them. Children's creative development is encouraged well. They like to explore a range of media and materials to make things in two and three dimensions. They develop skills in using one handed tools, such as scissors and glue spreaders and becoming quite skilled at using writing tools. They make good use of the of the role play area to pretend to be, for example, doctor or an adult making a cup of tea.

Helping children make a positive contribution

The provision is good.

Staff pay attention to information parents pass on and to their initial assessment of their children's abilities, which they use as a starting point for their learning. Children's individual needs are very effectively met through a variety of means, for example, using information received from parents at the gradual induction of the child. Although there are no children attending with special needs, there are good systems in place to support them. There are a good range of resources, easily

accessible to children, that positively represent diversity in society. This enables children to understand people's differences and similarities, and make connections between their own life and that of others.

Staff are calm, competent and good role models. They have a very good awareness of positive behaviour management techniques to enhance children's well being. Children learn to share, take turns and learn about the consequences of their behaviour on others. Lots of praise and encouragement for children was observed thus boosting their confidence and self-esteem. This fosters their spiritual, moral and social development.

Partnership with parents and carers is good. A friendly open rapport is developed with parents and carers. Good information is available to parents about the setting. Notice-boards and verbal discussions keep parents well informed about the setting, how they can be involved and what their children will be doing. Regular verbal and written information is exchanged with parents. For example, the babies have a daily diary where staff record their daily activities and where parents can also record their comments and observations from home. This ensures that parents know how their children are progressing and developing.

Organisation

The organisation is good.

The recruitment and vetting procedures of the nursery ensure children are well protected and cared for by staff with knowledge and understanding of child development. The nursery is organised in a way that enables children to be grouped according to age. Each area has clear routines and the policies and procedures in place support the day to day running of the group. Staff demonstrate their commitment to the ongoing development of the setting. They have formed a happy and effective team, who are friendly, competent and clearly enjoy their work. They provide a happy, caring and stimulating environment for the children. The organisation of staff is generally good and because they are working well within staff to children ratio's, children receive plenty of time and attention. All legally required documentation which contributes to children's health, safety and well-being is in place and is regularly reviewed. Overall the nursery meets the needs of the range of children for whom care is provided.

The leadership and management is good. Staff meet regularly in order to ensure a flow of information. The appraisal system emphasises opportunities for professional development. The manager accurately identifies strengths and weakness in the setting, and shares them with the staff. Together, they put effective structures in place to improve the learning opportunities for children. For instance, plans are in place to have the outdoor area partially tarmac, this will enable children to use this area more effectively all year round. Staff attend regular training which updates their knowledge and keeps them up to date with developments for example, staff regularly attend a support group with other practitioners who are involved in delivering funded nursery education. The manager ensures that staff are competent in delivering the curriculum guidance for the foundation stage and effectively monitors and reviews the

quality of teaching through regular team meetings and a 'hands on approach'.

Improvements since the last inspection

The nursery have successfully completed the recommendations made at the last inspection. Staff have attended behaviour management training which has effectively influenced the way they manage children's behaviour and as a result children are well behaved. Children's safety and well being has improved through the implementation of policies and training to cover child protection. Planning includes specific activities relating to equality of opportunity and anti-discriminatory practice, as a result children have a growing understanding of the wider world and the people within it. Appropriate seating for staff working with the babies is readily available to them if they wish to use it. All policies and procedures relating the provision is in place and includes the Out of School facility which effectively informs parents of this service.

Complaints since the last inspection

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- provide more opportunities for children to enjoy fresh air and outdoor activities (also applies to nursery education)

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered

person should take account of the following recommendation(s):

- extend the range of activities and learning opportunities for the more able children to develop, test and challenge their physical skills with specific emphasis on large-scale movement such as climbing and balancing.

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