



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 318614

DfES Number: 535749

INSPECTION DETAILS

Inspection Date 16/03/2004
Inspector Name Sharon Greener

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Little Treasures Nursery
Setting Address Blue House Lane
 Concord
 Washington
 Tyne & Wear
 NE37 2TE

REGISTERED PROVIDER DETAILS

Name Mrs D Troup

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Little Treasures Day Nursery opened in 1999. It operates from two playrooms and associated facilities. The premises is a self contained, single storey building, located in the Concord area of Washington. The nursery serves the local area.

There are currently 66 children aged from birth to four years on the roll. This includes nineteen funded three year olds and nine funded four year olds. Children attend for a variety of sessions. Four of the children currently attending have special needs and three speak English as an additional language.

Little Treasures Day 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.

Eight fulltime and one part-time staff work with the children, eight of whom have early years qualifications.

The setting receives support from a mentor from the City of Sunderland Early Years Development and Childcare Partnership (EYDCP).

The nursery is a member of the National Day Nurseries Association (NDNA).

How good is the Day Care?

Little Treasures Day Nursery provides satisfactory care for children. The premises is adequately maintained. Staff establish routines to help children feel secure. Children settle well and are confident and sociable. In general playrooms are suitably furnished and equipped, children can access resources. However, equal opportunity resources are not evenly distributed, the choice of children's books is limited and there is no adult size low level seating provided for staff in the baby room. Required documentation is in place and is well presented, though staff attendance records are not accurately maintained at all times.

The operational plan contains in depth information on health and safety and is available to staff, parents and carers. Staff carry out risk assessments. However,

some aspects of health and safety need to be improved. Parents and carers provided packed lunches, a menu is displayed, detailing breakfast and tea time choices. Staff have a general awareness of child protection issues, though many have not completed relevant training.

In general children have access to an appropriate range of activities. Assessments for all children are completed regularly. Staff build good relationships with children.

Good relationships are built with parents and carers, who receive information about the nursery and have access to policies. They are kept informed of their child's progress, daily report sheets are given to parents and carers of babies. Formal review appointments are offered and they have access to their child's developmental records.

What has improved since the last inspection?

A number of actions were raised at the last visit, relating to health and safety, policies, procedures, records and documentation, children's access to resources and toileting arrangements and intimate care of children. Since the time of the last visit additional policies, procedures, documentation and records have been put in place. However, an accurate and up to date staff attendance record is not maintained at all times. Overall children's access to resources has improved. However, access to resources reflecting equal opportunity for children under two years needs to be maintained. The choice of books for older children needs to be extended. Staff monitor the temperature in playrooms, suitable laundry arrangements are in place, sufficient tables and chairs are provided to enable older children and staff to sit together at meal times. A written child protection policy and procedure are in place, however, the majority of staff have not completed any relevant training. Written risk assessment guidance for staff is provided. However, this is not implemented effectively in every area of the nursery, the carpet in the baby room and some areas needs to be addressed in the soft playroom. Staff in the baby room use wet wipes to clean their hands and also have access to hand washing facilities located in the staff cloak area in the corridor opposite. The kitchen door is secured to prevent children gaining access to the area. Children are said to be supervised by either staff, parents or carers, when in the corridor, so as to prevent them gaining unsupervised access to the nappy changing and staff cloak area. Procedures are in place to monitor when the floor in the large play room is cleaned, however, the floor covering is worn and cracked in areas. Screens are now provided across the entrance to the children's toilet area and across individual toilet cubicles. Staff were seen to preserve children's privacy during intimate care, when using toilet facilities.

What is being done well?

- Children are confident and sociable and build appropriate relationships with adults and peers.
- Good relationships are built with parents and carers.
- Parents and carers have easy access to nursery policies and procedures and other more general information about the nursery and childcare matters.

- Documentation for the nursery is well presented and generally in good order.

What needs to be improved?

- access for the younger children to resources which reflect equal opportunity
- the records of staff attendance to ensure it is accurate and up to date at all times
- the system for planning activities for children, so as to ensure that activities are provided which extend and develop children's learning, based on their individual needs
- the safety of the soft play room, outside play area and the floor coverings, to ensure there are no hazards to children
- the provision of adult size low level seating in the baby room
- staffs knowledge of behaviour management and child protection
- the documentation relating to the after school provision.

Outcome of the inspection

Satisfactory

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person must take the following actions by the date shown

Std	Action	Date
2	Ensure that staff attendance records are accurate and up to date at all times	17/03/2004
6	Review the risk assessment on the premises identifying action to be taken to minimize identified risks. pay particular attention to the floor coverings and the garden rubbish in the outdoor play area	01/04/2004

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
11	Develop staff's awareness and understanding of effective ways to manage children's behaviour, taking into account their age and stage of development
3	Devise a system for planning and implementing a suitable range of activities for children, which is appropriate for their stage of development and based on their individual needs, in particular, activities and resources for younger children that promote equality of opportunity and anti discriminatory practice
8	Provide adult size, low level seating for use by staff in the bayroom.
13	Provide staff with the opportunity to further develop their knowledge and understanding of child protection.
14	Put in place the required documentation in relation to the Out of School facility, prior to it operating.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Little Treasures Nursery provides a warm and welcoming environment where children are happy and provision is of good quality overall. Children are making generally good progress towards the early learning goals in all areas of learning.

Staff work well together and they plan a range of interesting and fun activities. Good relationships between staff and children have been established and generally children behave well. However, staff have a limited knowledge of the Foundation stage, therefore planning and assessment are not fully effective. They do not always use their knowledge of children's progress and questioning techniques effectively to inform planning, which leads to the more able children receiving insufficient challenge on occasions. Some areas are not sufficiently resourced to enable children to fully explore.

Leadership and management is generally good. All staff are committed to the continuous development of the provision. However training opportunities for their own development are limited. The manager informally assesses the strengths and weaknesses of the setting, however this is not fully effective, leading to gaps in the curriculum. The use of a reliable assessment system to inform short term planning is not in place.

Partnership with parents is very good. They are fully informed of activities within the nursery through written and verbal communications. They are encouraged to be involved in their child's learning. High emphasis is placed on supporting parents of children with special educational needs.

What is being done well?

- Personal, social and emotional development are well fostered. Children are confident and self motivated. They are interested in their surroundings.
- Children with special educational needs are well supported. There are effective procedures in place which ensure that learning is geared towards their individual abilities. There is a good partnership with children's parents.
- Children demonstrate a good sense of belonging. They are familiar with routines and talk about past events in the nursery for example, the recent visit by the firemen.
- Children use their imaginations well. They plan and construct complex structures using a range of resources independently.

What needs to be improved?

- Assessment so that there is a clear link to the stepping stones in relation to the children's progress.
- Staff's knowledge of the Foundation Stage to enable them to extend the learning for all children.
- Organisation of resources particularly in the book area and at interest tables.

What has improved since the last inspection?

The nursery has made generally good progress in addressing the key issues following the last inspection. Staff have increased opportunities for children to develop climbing skills and use a wider range of large equipment through the provision of a soft play room. The programme for knowledge and understanding of the world is good overall. Children develop cultural awareness through the celebration of festivals and opportunities to explore diversities. The children also now record their observations in the form of simple graphs and charts. Planning is generally good but there is no reliable system for assessing children's progress to inform future planning. This results in the older and more able children not being consistently challenged.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are confident and happy. They establish good relationships with each other and interact well with staff and other adults. They show growing confidence and independence as they select resources and in matters of self care. Most children behave well, however older children lose interest and are easily distracted.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children communicate well through language and older children are eager to express ideas about stories. Children practise writing their name and are beginning to link sounds and letters. However they have access to a limited selection of books and opportunities to share books and story times lack challenge for the older children.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Many children can count reliably up to five, some beyond and some can recognise written numerals and draw them when asked. Children record and compare well using graphs and use beads to make patterns copying from picture cards. They begin to use positional language through planned activities. However there are often missed opportunities to provide challenge for the older and more able children in every day practical activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children plan, build and construct complex structures out of available resources independently. They develop a sense of time and learn about their environment through a range of outings and visits. They are beginning to learn about the wider environment and other cultures through access to a variety of resources. However older and more able children lack challenge, to further develop their investigation skills through the use of magnifying glasses and books.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move confidently and safely indoors and outdoors showing a good awareness of space and others. Children learn about the effects of brushing their teeth and looking after their eyes. They have regular opportunities to use large and small equipment to practise climbing, and their gross and fine motor skills. However staff do not assess activities, hence there is no track of children's progress which often leads to the older and more able children being insufficiently challenged.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children explore materials well, using their own designs and ideas. They express themselves imaginatively and make good use of the resources available. Three year olds dance and sing enthusiastically to familiar videos and songs. However, there are limited opportunities for the older children to further develop their skills, particularly in relation to singing and dancing.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- Improve the assessment system so that it clearly shows children's progress in relation to the early learning goals. Use the knowledge from ongoing observations of children to inform future plans; and provide appropriate challenge for all children.
- Review and evaluate the organisation, presentation and provision of resources and activities in the book area and at interest tables to ensure maximum learning opportunity is gained.
- Improve staff's knowledge and understanding of the Foundation Stage to enable them to plan, assess and develop all children's learning.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.