

Little Treasures Daycare

Chichester House, Chichester Road, Romiley, STOCKPORT, Cheshire, SK6 4BL

Inspection date

30/05/2013

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- Effective planning provides children with a broad range of exciting and stimulating activities that engage them and build on their individual interests and learning needs. As a result, they consistently make good progress in relation to their starting points.
- The key person system is well embedded, which helps children to form very strong emotional attachments as they skilfully support them in their play.
- Arrangements for safeguarding children are well established, and clear policies and procedures are implemented consistently to ensure children are kept safe at all times.
- Systems for monitoring staff are focused and the programme of professional development is consistently targeted to ensure that the provision continues to improve on their already good practice.

It is not yet outstanding because

- Opportunities for children to independently experiment with materials, media and colours, to further develop their individual creative and imaginative skills, are sometimes less well established.
- The very good opportunities for children to learn about the natural world, such as planting and growing, have yet to be fully embraced in the outdoor area.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children's activities in the three main playrooms.
- The inspector held a meeting with the manager, talked to staff and children, and carried out a joint observation with the manager of an adult-led activity.
- The inspector looked at various documents, including a sample of policies and procedures, children's records, evidence of the suitability of staff and recruitment procedures.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Julie Kelly

Full Report

Information about the setting

Little Treasures Daycare was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a converted one-storey building in the Romiley area of Stockport, Cheshire, and is managed by Little Treasures Daycare Limited. The setting serves the local area and is accessible to all children. It operates from four rooms and there is a fully enclosed area available for outdoor play.

Opening hours are Monday to Friday for 51 weeks of the year. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 26 children on roll, all of whom are within the early years age group. The setting supports children who speak English as an additional language. It provides funded education for two-, three, and four-year-olds.

There are seven members of staff employed who work directly with the children. Of these, two hold an early years qualification at level 4, four hold level 3, and one is unqualified. The setting is a member of the National Day Nursery Association and has links with local schools and nurseries.

What the setting needs to do to improve further

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

- enhance children's creative and imaginative skills by providing additional opportunities and resources for them to independently mix colours, join things together and combine materials

- develop the potential of the garden area to further support children's understanding of the natural world, for example, by being involved in planting and growing activities.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Babies and children thrive in this good quality setting and consistently demonstrate the characteristics of effective learning. Teaching is rooted in a secure knowledge of the Statutory Framework for the Early Years Foundation Stage and a comprehensive understanding of how children learn. Practice throughout the setting is good, and in some

instances, outstanding. As a result, children's individual needs are well met and they make consistently good progress in relation to their starting points.

The indoor learning environment is well organised into areas of continuous provision, and planning links to the seven areas of learning to ensure children have access to a broad and balanced curriculum. It is stimulating, exciting and well-equipped with a wide range of interesting and good quality resources to promote children's natural curiosity and develop their exploratory skills. For example, babies use their senses to explore objects in treasure baskets, such as bottles filled with glitter, pasta, cereal, leaves and twigs. They laugh, squeal and bounce up and down with delight and excitement as they discover that by shaking the bottles they can make a sound. Older children investigate resources, such as fir cones, wicker balls and assorted materials and media, such as sand, water and dough. However, there are fewer opportunities for children to independently access resources, such as paint, glue and collage materials, in order to enhance their rapidly developing creativity and imaginative skills.

Staff place high priority on helping children to acquire communication and language skills, and supporting their physical, personal, social and emotional development. As a result, children gain the skills, abilities and attitudes that prepare them well for the next stage in their learning and school. For example, staff teach children to share and take turns and cooperate with each other as they play. Babies and children demonstrate high levels of confidence as they freely move around the environment and make independent choices about what they want to do. Staff provide sensitive support to help children to achieve, which effectively builds their self-esteem. Children settle quickly into the setting because staff work very closely with parents from the point of entry to gather information about children's likes, dislikes and favourite activities.

Children are supported to develop their coordination, balance and large muscle control in the large, well-resourced and organised covered outdoor play area. They have ample space to ride scooters and bicycles and climb across an arched bridge construction. Children also have access to a garden area where they can explore the effects of the weather and changes of seasons, and investigate small creatures that live in the wall. However, as yet, this area is less well established in order to provide children with even more opportunities to enhance their knowledge and understanding of the natural world, with regard to planting and growing. Babies have space within the indoor environment to move, toddle, crawl and cruise along the furniture, which helps them to develop their physical skills. They are encouraged and supported by staff to stretch and reach for a wide variety of exciting and interesting resources that are suspended from the ceiling. This helps to strengthen their muscles and develop hand-eye coordination. Children develop their small muscle control as they press buttons on interactive toys, lift flaps in books and use writing implements and dough tools.

Staff skilfully question children to challenge their thinking and support them in their learning. For example, toddlers and pre-school children are supported to take part in 'jelly play', which involves children discovering the insects hidden, examining the texture and making marks with their fingers. Staff ask children 'What does the jelly feel like?' to encourage their descriptive language development, and name the insects to extend their vocabulary. Staff effectively encourage children to make links in their learning as they

relate the spider to a familiar nursery rhyme. Babies' language skills are supported by enthusiastic, interested staff who listen carefully to them, value their attempts to communicate and repeat the sounds they make in turn-taking 'conversation'. Babies demonstrate their understanding and speaking skills as they stop and look when they hear their name and practise speech sounds to communicate with their key person. Children who speak English as an additional language are well supported because staff find out key words from parents in their home language and use them within the setting. Furthermore, labels and text in different home languages displayed around the setting, and dual-language books, help to raise all children's awareness of different scripts.

Staff have a very secure knowledge of each child in their care and a thorough understanding of how they learn. They successfully support children and recognise that they learn through well-planned play in a rich and stimulating environment. The accurate and precise observations and assessments of children ensure that their needs are clearly identified, and this information is used to inform future planning. Children's progress is effectively tracked through a continuous assessment of their achievements. This helps staff to support them to make good progress in their learning and development, as their unique needs are recognised and planned for. Children's learning journey records contain a wide range of information, including photographs, detailed observations and examples of their work. Their needs are further enhanced through strong, close and effective partnerships with parents. Staff value parents' input and share information about how they can help their child's learning through simple activities at home. Parents are given daily feedback about what their children have been doing and regularly review children's progress.

The contribution of the early years provision to the well-being of children

The effective and well-established key person system means that children form secure attachments and their emotional well-being is consistently supported. Babies are looked after by loving, caring staff who intuitively understand and respond to their physical and emotional needs. For example, they are cuddled and comforted if upset and spend quality one-to-one time with their key person engaging in activities, such as sharing stories and rhymes. There is a clear bond between the key person and the children as they laugh, talk and play together. The key person is full of fun and children are clearly interested, excited and motivated by her enthusiasm. For example, children squeal with excitement and pleasure as they place an insect full of jelly on the key person's head.

Children are aware of the importance of healthy meals and talk about good foods as they eat their snacks. Their good health and self-care are securely embedded as they attend to their personal needs. For example, children are independent as they self-select resources, hang up their own coats and manage their own personal needs, in readiness for school. Children are confident to seek out the help of staff if they need support with a task, such as putting on an apron or fastening their shoes. They have daily access to outdoor play for regular fresh air and exercise, and the provision of quiet, cosy areas within the indoor environment gives children opportunities to rest and relax. Staff adopt good hygiene practices and teach children about the need to wash their hands to prevent the spread of germs. For example, they sing a song about hand washing, which is displayed in the

bathroom. As a result, children's health and hygiene is successfully promoted, which in turn has a positive impact on their physical and emotional well-being.

Children display high levels of confidence and self-esteem as they negotiate with others, talk about what they are doing and confidently express their needs. They are eager to share their experiences with staff and talk freely about their home and family during snack times. For example, they talk about their holidays, where they went, how they got there and who they went with. Consequently, children develop a strong sense of self-confidence and self-awareness. The organisation of the rooms gives children many opportunities to mix with children of different ages. This enables older children to learn about the needs of babies and become aware of safety issues as they tread carefully when walking and playing around them.

Staff help children manage their behaviour as they explain about sharing, distract children with other resources and talk about feelings. Children show a secure level of understanding of the behavioural expectations, demonstrating self-control, as they listen to staff explanations, share resources and play harmoniously together. Through effective daily reminders, staff reinforce the behavioural expectations regarding playing with toys safely and not running indoors. Staff teach children to have kind hands and feet and to use kind words. Children's understanding of being safe is fully promoted, ensuring that they can play and learn in the safe setting.

The arrangements for supporting children as they move from home to the setting are carefully planned with parents, to meet each child's needs. Through close links with parents, changes are discussed and plans updated to reflect the alterations in the child's overall development, especially across the prime areas of learning. As a result, children very quickly adapt to the environment and daily routines, and confidently form new friendships. Effective systems are in place to support children as they move rooms, such as discussions with new key persons and settling-in visits. Children engage in challenging and motivating tasks and develop a good level of emotional security. This means they can make the best of all activities in preparation for their next stage in their learning.

The effectiveness of the leadership and management of the early years provision

The manager takes responsibility for overseeing the educational programme and ensuring its effective implementation. This ensures that children have access to a broad and balanced curriculum that covers all seven areas of learning. Furthermore, the manager oversees and regularly checks children's learning journeys to ensure that they are up to date and that observations and tracking accurately reflect children's learning and progress. Through robust support systems, such as observation of practice, role modelling and mentoring, staff are expertly guided in their practice to achieve the high aspirations of the manager and senior management team. The manager and staff team are passionate and committed to their work with children, and this is reflected in their enthusiasm and the enjoyment they demonstrate when interacting with the children. The self-evaluation system is rigorous with clear targets set for improvement. It incorporates the views of children and parents, and includes advice from the local authority early years consultant.

Staff constantly evaluate their practice and the environment to ensure they continue to improve, as they strive to provide the best possible care and education for all children.

Robust recruitment and selection procedures, for example, induction, probationary periods and completion of checks pertaining to their suitability, ensure that practitioners are skilled and safe and that children are well protected. Staff's ongoing suitability and quality of teaching are monitored through supervision, appraisal and a programme of training to address underperformance and increase staff skills.

Staff have a good knowledge and understanding of how to protect and safeguard all children, and policies and procedures are known by all staff and implemented consistently. They are fully aware of what to do and who to contact if there are any safeguarding concerns, and all staff have attended safeguarding training. Risks are managed effectively and daily checks of the indoor and outdoor environment ensure that children can learn and play in complete safety. The vigilance of staff, consistent supervision of children and extensive security systems, such as locks on doors and gates, ensure that children are kept safe at all times.

Staff fully understand that working closely with parents has a significant impact on children's learning and development. In order to move their practice forward, the setting is currently liaising with another nursery to achieve the local authority 'Parent Partnership Award'. Partnerships with parents are very strong. Children's learning journeys are shared with them and they access a broad range of information in the form of displays, photographs and regular newsletters. A great emphasis is placed on daily, face-to-face communications, achieved through the meet-and-greet open-door policy. Systems for effective working with other early years providers, such as local schools and nurseries, are in place to provide continuity and consistency for children's care and learning. Reception class teachers are invited to visit the setting to get to know the children and share their learning and development, which effectively supports children with the transition to school.

Parents are highly complimentary about the staff and the care and education their children receive. They comment that children settle well because staff take the time to get to know children's individual needs and ensure they and their families are welcomed into the friendly, nurturing atmosphere. Parents are exceptionally pleased with how staff work together in partnership with them to ensure children continue to make progress in their learning and development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY453994
Local authority	Stockport
Inspection number	895709
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	53
Number of children on roll	26
Name of provider	Little Treasures Daycare Limited
Date of previous inspection	not applicable
Telephone number	01614066463

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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