

# Little Treasures Daycare

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

<b>Inspection date</b>	21/02/2014
Previous inspection date	30/05/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

## The quality and standards of the early years provision

### This provision is inadequate

- Not all staff are aware of the possible indicators of abuse or who the nursery safeguarding officer is. Therefore, not all has been done to ensure children are kept safe from harm.
- Hygiene procedures are not robust. As a result, children are not protected from cross infection.
- Monitoring systems are ineffective. This means that underperformance is not consistently identified and addressed. Recruitment procedures are not robust. Not all practitioners are aware of how children learn.
- Partnerships with other early years settings are ineffective. This means that the learning and development of children who attend two settings is not supported.
- Some of the activities and experiences provided for children lack challenge. This means that they do not ignite children's curiosity for learning. Regular observations, assessments and planning of challenging activities that cover the seven areas of learning are not completed to ensure experiences are tailored to meet children's individual needs.

### It has the following strengths

- Children and practitioners have warm relationships and children confidently explore their environment.

## 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 had a tour of the nursery and observed the practitioners while they interacted with the children.
- The inspector held a meeting with the manager and together they completed a joint observation.
- The inspector looked at some paperwork including the nursery policies, safe recruitment procedures and children's records.
- The inspector spoke to parents, children and practitioners throughout the inspection.

## Inspector

Karen McWilliam

## **Full report**

### **Information about the setting**

Little Treasures Day Care was registered in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a converted premises in the Romily area of Stockport, and is managed by Little Treasures Day Care Ltd. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The nursery employs 14 members of childcare staff. Of these, 10 hold appropriate early years qualifications at levels 3,4 and 5. The nursery opens Monday to Friday, all year round, from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 59 children attending who are in the early years age group.

The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language.

### **What the setting needs to do to improve further**

**To meet the requirements of the Early Years Foundation Stage the provider must:**

- ensure all practitioners know who the designated lead for safeguarding children is and that all practitioners receive training in order that they are able to identify signs of possible abuse and neglect in order that they are to respond to possible signs in a timely and appropriate way
- promote the good health of children attending the nursery by implementing effective hygiene procedures in order that practitioners take the necessary steps to prevent the spread of infection by: changing aprons in between nappy changes, ensuring children do not share hand cloths and by ensuring all practitioners are familiar with the procedures for cleaning toys and equipment
- ensure appropriate arrangements are in place for the effective recruitment of practitioners. Ensure effective supervision takes place in order to provide practitioners with support, coaching and training that promotes the best interests of children
- ensure that all practitioners are aware of and reflect upon the characteristics of effective teaching and learning in order to provide every child with a good quality learning experience while attending the nursery
- ensure that practitioners complete regular observations and assessments of each child across the seven areas of learning then consider the information obtained to plan challenging experiences that are tailored to their individual needs
- ensure the educational programmes have breadth and depth across the seven areas of learning to ignite children's curiosity and enthusiasm for learning
- ensure that practitioners form strong partnerships with any other setting that children attend in order to promote a consistent and complementary approach to their learning and development

**Inspection judgements**

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

Overall, practitioners do not have a good enough understanding of the learning and development requirements. Therefore, the quality of teaching is variable between them. Some do not have a good enough understanding of how children learn and their interactions with them are poor. Within the room for children aged two to three years

there are numerous missed opportunities to support their development. For example, while children play in the sand practitioners do not discuss empty or full, talk about what children are doing or ask any open-ended questions. The quality of observations, planning and assessments is inconsistent and does not meet all children needs. Therefore, does not support all children to acquire the necessary skills for their future learning at school, in particular those who attend two early year's settings. This is because the partnerships between the settings to support and complement children's learning are ineffective. This means that practitioners are not up-to-date with the children's progress in the other settings and do not regularly observe, plan or assess them within the nursery. As a result, they cannot demonstrate how they challenge and extend the learning for these children or show the progress they make across the seven areas of learning and development. In addition, parents of children who attend two early years settings do not have access to the same quality of developmental files as those whose children attend only the nursery. Therefore, this does not maximise opportunities to work in partnership with parents. Throughout the nursery children are very well supervised by practitioners but they do not ensure that all activities and experiences that are offered to children are provided with sufficient breadth and depth to ignite children's interest and motivate them to learn. For example, a role-play hairdresser's activity that is planned for children remains untouched because there are too few resources and not enough variety to enhance children's imaginative play. Practitioners are aware of the requirement to complete the progress check at age two and provide parents with a written summary of the child's development in the prime areas of learning.

In the under two's room, practitioners understand that priority should be given to the prime areas of learning. They sing, talk and read stories to babies, although there are missed opportunities for conversations. This is because practitioners sometimes stand up while they feed babies and are not at their eye level. Consequently, mealtimes are not a consistently sociable occasion. Babies' physical development is adequately catered for. Low-level shelving provides a secure base for them to pull themselves up and numerous electronic toys provide opportunities for babies to develop their fine motor skills as they press buttons and lift flaps. Furthermore, they have space to crawl and practise their walking. Babies have daily access to enjoy sensory play by exploring jelly, cereal and by using their bodies to make marks on large sheets of paper. Children for whom English is an additional language are suitably supported by practitioners. They obtain keywords from parents in children's home language and ensure that signs displayed around the nursery are written in the relevant languages.

Within the pre-school room, children's communication and language development is adequately supported. Practitioners suitably interact with children and ask open-ended questions that encourage them to think critically. For example, during a play dough activity they ask children 'what does it smell like' and 'what can you see'. Consequently, children remain focussed on the activity while they bake 'cakes' and discuss how they are 'hot' when they are taken out of the microwave. In addition, children enjoy holding 'Beat Baby' when it is their turn to talk. This supports children to take turns in conversation and introduces them to range of topics, such as, emotions and their favourite colours. All of which contribute to children developing a suitable acquisition of language. All children have access to a satisfactory range of resources to make marks, such as crayons, paints and chalk both indoors and out. Children draw lines and circles and older children are

beginning to form recognisable letters and write their names. In addition, preschool children have weekly phonics sessions to further support their literacy skills. Practitioners introduce some mathematical language into the children's play. For example, children count as they play board games and all children join in with number rhymes. Furthermore, during child-initiated play they use different shaped cutters with play dough, empty and fill different sized containers in the sand and water trays and complete jigsaws. This supports children's awareness of shape, weight and pattern. Children have daily access to the outdoors where they ride wheeled toys, play ball games and have space to run around.

Equality and diversity is adequately promoted within the nursery. Children play and learn in an inclusive environment and explore a suitable range of festivals, such as Chinese New Year. Children use chopsticks and taste food from different cultures. As a result, children learn about the wider world in which they live. Practitioners have implemented some strategies that support parents to be involved in their child's learning and development. They are informed on a daily basis about their meals their child has eaten, information regarding sleep and nappy times and any activities their child has taken part in. This is done via informal chats at the beginning and end of sessions, daily diaries and ensuring that their children's development files are available to look through. However, not all children's are up-to-date and accurate.

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

Children's well-being is at risk because hygiene procedures are not robust. For example, children are washed from the same hand cloth after a painting activity, practitioners do not change their aprons after each nappy change and they cannot evidence that resources were adequately cleaned to ensure that children are thoroughly protected from infection during a recent highly contagious outbreak. In addition, not all practitioners demonstrate a good enough awareness of safeguarding children. They are not sure who the safeguarding officer is or what the possible indicators of abuse are. This does not demonstrate a robust attitude to safeguarding and promoting children's welfare.

Practitioners have warm interactions with children; babies snuggle in to their arms when they are tired where they are gently rocked until they fall asleep. Practitioners support children to keep themselves safe through a range of planned and spontaneous activities. For instance, they teach children about road safety while they are out and about. Overall, children are well behaved; any minor discrepancies are quickly resolved. This is because practitioners use consistent strategies and offer children lots of praise. Children are adequately supported by practitioners while they are settling in. They attend introductory sessions with their parents. During these visits practitioners obtain information from parents about their child's likes, dislikes and comforters to support them while they familiarise themselves with their new surroundings. Over the last few months, new practitioners have been recruited due to the increase in children. As a result, the key person system is just establishing. That said, children settle well and have formed relationships with practitioners.

Practitioners give children some messages about leading healthy lifestyles. Children's independence is fostered, they serve themselves at meal times and there is always plenty

of healthy and nutritious food should they want extra portions. Babies, dependant on their age and stage of development, are either seated in high chairs or at the table for meals where they are served good sized portions of food and supported to feed themselves. Although, practitioners do not consistently ensure this is a social occasion for young children. Fruit is also offered to all children daily and fresh water is always available for children when they are thirsty. All children get daily access to the outdoors where they exercise in the fresh air. In addition, all children take part in weekly dance sessions with the specialist teacher who comes into nursery once a week.

The nursery does not have good enough links with other schools and early years settings. This is because, although children attend the other settings regularly and are therefore emotionally prepared for their move. Practitioners do not share any information regarding their learning and development or ensure their progress is accurately monitored in order to share with teachers. This does not promote a complementary and consistent approach to children's learning and development.

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

This inspection was completed because of concerns received by Ofsted regarding the hygiene procedures at the nursery. At inspection, it was found that the managers do not ensure that practitioners follow suitable procedures to help prevent cross infection. In particular, they do not ensure that children have their own hand cloths, they do not change their aprons every nappy change and practitioners are not able to demonstrate that toys and resources were routinely cleaned. As a result, children's health and well-being is at risk.

The leadership and management of the nursery do not have a good enough understanding of the Statutory framework for the Early Years Foundation Stage. This has resulted in several breaches in legal requirements. Systems to safeguard and protect children's welfare are not robust. The manager has not met her legal responsibility to ensure all staff are trained to understand safeguarding policies and procedures. As a result, some practitioners do not have a good enough understanding of child protection. They do not know the possible indicators of abuse or who the designated safeguarding officer is. Therefore, they do not have an adequate awareness of how to ensure children are kept safe from harm. This means, children's welfare is at risk. Recruitment procedures are not robust. Although, all staff are vetted to ensure they are safe to work alongside children, the manager does not ensure that staff are suitably experienced or have a sufficient knowledge and understanding of their role during the recruitment process. In addition, effective action plans are not put in place, to support staff who are identified as requiring extra training and support during induction. Monitoring systems are inadequate. The manager does not adequately monitor staff's practice and their supervisions are ineffective. This means she does not successfully manage their underperformance. Therefore, some of the educational programmes lack challenge, not all children are adequately observed, assessed and individually planned for and the quality of teaching is variable between practitioners. This means that not all children receive a good quality learning experience while in the nursery's care. Staff are effectively deployed and

supervise children well. Accident, injury and medication forms all meet requirements. The manager self-evaluates the service she provides and ensures the views of parents are included via questionnaires and verbal discussions. However, priorities for improvement that will benefit children the most have not been identified.

Partnerships with parents are positive, they say staff are informative and they are impressed with the progress their children make. Partnerships with other settings do not adequately support all children's learning and development. Although the manager demonstrates an awareness of advantage of liaising with teachers when the time arrives for children to move on to school, they do not have any effective arrangements in place to support the learning and development of children who attend more than one early years setting. This is because they do not sufficiently support their learning within the nursery, or monitor the progress the children make. In addition, practitioners do not liaise with the other setting that the children. Therefore, they do not ensure all children have a complementary and consistent approach to 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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

<b>Unique reference number</b>	EY453994
<b>Local authority</b>	Stockport
<b>Inspection number</b>	953090
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	53
<b>Number of children on roll</b>	59
<b>Name of provider</b>	Little Treasures Daycare Limited
<b>Date of previous inspection</b>	30/05/2013
<b>Telephone number</b>	01614066463

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, 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 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

