

Little Treasures Daycare

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

Inspection date	18/08/2014
Previous inspection date	21/02/2014

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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

- Leadership and management are good. The manager conveys vision that underpins continuous improvement. She involves the staff, parents, and children in identifying areas for development.
- Safeguarding is given high priority in the nursery as the manager conducts a rigorous recruitment procedure, which includes vetting checks to ensure that all staff are suitable to work with children.
- Staff have a good understanding of the Early Years Foundation Stage and use their knowledge and skills to effectively teach and engage children in their learning. Children make good progress in their learning and development.
- Children are happy and settled and have good relationships with staff.

It is not yet outstanding because

- The opportunities for children to learn about the natural world, such as planting and growing, have yet to be fully embraced in the outdoor area.
- The skilled and experienced staff are not yet fully involved in evaluating all aspects of quality, for example, through peer-on-peer observations, in order to enhance the already good teaching.

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 activities in the nursery rooms and the outdoor area.
- The inspector spoke to staff and gained the views of parents.
- The inspector held a meeting with the manager and together they conducted a joint observation.
- The inspector looked at assessment, planning and observation documents.
- The inspector checked evidence of suitability and qualifications of staff working with children and the nursery's improvement plan.

Inspector

Layla Clarke

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 Romiley 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 15 members of childcare staff. Of these, 10 hold appropriate early years qualifications at levels 3, 4 and 5. The nursery opens Monday to Friday, for 51 weeks of the year, from 7.30am until 6pm. The nursery closes for one week at Christmas. Children attend for a variety of sessions. There are currently 58 children attending who are in the early years age group. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- review and develop the potential of the garden to support children's understanding of the natural world, for example, by being involved in planting and growing activities.
- establish a system for peer observation system to further enhance the evaluation of staffs' performance and constantly improve and build on their already good practice.

Inspection judgements

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

Staff understand the Early Years Foundation Stage and provide a range of challenging and high quality learning opportunities which support children's developmental stage and enhance their learning. Educational programmes cover the seven areas of learning and staff offer a broad range of learning opportunities which challenge children. Teaching is good. Staff use effective methods of planning, observation and assessment to ensure that all children's development is monitored and that individual needs and interests are suitably planned for. For example, staff complete the progress check for children aged between two and three years and complete regular assessments to show children's progress. Children's communication and language development is well promoted. For example, staff provide a range of activities such as singing and musical rhythm sessions, which helps children to learn about sounds and word patterns. Staff encourage the use of colour and number through every day activities. For example, staff encourage children to recognise the colour of their plates during lunch time. Furthermore, staff encourage counting when they ask children to count the legs of the spider as they examine bugs using the

magnifying glasses. Staff use the information gathered from parents on entry to the nursery and on an ongoing basis to plan for children's future learning. Staff provide parents with a daily diary which is used as a communication tool. As a result, very good relationships with parents are actively contributing to children's learning and progression.

Children show good control and co-ordination as they move confidently in the outdoor area and handle equipment, tools and resources effectively. For example, children enjoy riding bikes and scooters around the outdoor area and are provided with a range of physical apparatus. They climb and balance, challenging themselves to move higher or faster, always supported by staff, who know when to intervene and when to let children attempt physical challenges independently. As a result, children develop their physical skills. However, the outdoors is not organised to enable children to do gardening and growing activities to maximise their learning about the natural world. Children use a variety of writing tools both indoors and outdoors as they practise writing their names or painting the walls using large brushes and water. Younger babies are provided with brushes to make marks in flour and cars to make prints in paint using the wheels. A range of multicultural resources positively promote respect for all cultures through dual language words displayed on the walls and the multicultural dolls and resources.

Staff work closely with parents and appropriate professionals to ensure that strategies which best support children's needs are shared at home and in the nursery. Therefore, children who have special educational needs and/or disabilities also make good progress, relative to their starting points. Children develop their knowledge of information and communication technology and competently use technology appropriate to their stage of development. They play with toys, which switch on and off and use lap tops and an electronic drum kit to make music. Children particularly enjoy circle time with staff who engage their interests very well by using a song bag to allow children to make choices about which song to sing. Children's imagination is fostered very well. For example, children act out their favourite stories such as hunting for bears in the garden as staff hide, pretending to be the bear. By the time the children leave the nursery they are well equipped with the skills they need for their future learning and school.

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

Staff support children to feel secure and comfortable through routines and close relationships with their key person. Children form strong, secure emotional attachments, which provide a solid foundation to develop their personal, social and emotional skills. The sensitive and caring interactions between staff and children, through a strong key-person system, ensure that all children form positive and trusting relationships. Children settle well because staff find out good information from parents about their child before they start at the nursery. This is to ensure all children's needs are known and effectively met. Staff plan varied and imaginative learning opportunities based upon the individual interests of each child. To help prepare children for school, staff work closely with local schools and have devised very effective transition strategies in partnership with parents. Consequently, children are emotionally well prepared and make the move to school with ease.

The learning environment is bright and welcoming, with a range of resources which are readily available. This enables children to follow their individual interests independently. The outdoor area provides opportunities for children to take risks and challenge themselves further, for example, balancing on tyres and negotiating obstacle courses. Furthermore, children benefit from regular outings in the local area and staff promote road safety awareness to ensure that children learn to recognise dangers and know how to keep themselves safe. Staff effectively promote children's independence and sense of responsibility through a good balance of child-initiated and adult-led experiences. For example, at mealtimes, children serve themselves and all eat together, competently using appropriate cutlery. Staff act as good role models, helping children to learn how to be healthy, such as washing their hands before lunch. They maximise opportunities to talk to children about healthy foods, to reinforce messages about the benefits of making healthier choices. Children are able to manage their own self-care because staff provide good guidance and give them time to complete tasks. For example, children clean up after lunch time as staff encourage them to wipe the table.

Staff model positive communication strategies, to help children understand about acceptable behaviour. For example, staff use happy and sad faces and use Eric, the take-home doll, to discuss how they are feeling. Behaviour is good. This is because children feel a sense of security and emotional well-being and become confident in the routines and expectations of staff. For example, children know that when they hear the tambourine jingling they should stop and listen to the staff. This ethos is consistent throughout the nursery, resulting in consistently good progress being made in personal, social and emotional development for all children.

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

Since the last inspection by Ofsted, where the setting received a number of actions to improve, the nursery has had one monitoring visit to assess their progress with addressing the actions. The management team has made many changes to their practice. These have had a positive impact on the education and care for all children. They work closely with the local authority advisor to improve what is offered and are pro-active in meeting any actions set. As a result, children are making good progress towards the early learning goals. Each action set at the last inspection has been met through careful consideration, and clear targets are monitored through a robust development plan. A new system, developed by the manager, is now fully implemented to ensure that all children's learning and development needs are met, in an inclusive and respectful environment. Staff have a very good awareness of safeguarding issues. They are competent in their knowledge of the procedures to follow and who to contact in the event of any concerns about children or colleagues. Staff are fully aware of who the nursery's designated child protection managers are and the process to follow if they are concerned about any issues within their practice. An extensive range of policies and procedures successfully underpin daily practice and regular reviews are carried out. Risk assessments for all areas of the building, the outdoor area and resources, ensure that children's safety remains paramount.

Effective recruitment and vetting systems ensure all adults working with children are suitable to do so and the manager has implemented a working interview as an additional check to ensure suitability. As a result, children are safeguarded appropriately. Leadership is good and focused improvement plans are in place to secure continuous improvement.

Supervision meetings are undertaken by the manager and are recorded using a suitable format. The professional development of staff is given a high priority. All mandatory training is in place. In addition, the manager seeks further training opportunities from a range of sources to meet any training needs identified by herself and individual staff. However, the team has further capacity to observe, reflect and improve on its already good teaching by using strategies, such as peer-on-peer observations. Managers continue to monitor provision within the nursery and ensure that staff are deployed effectively, according to their qualifications and experience with specific age groups of children. They have a good understanding of the requirements to effectively monitor all children's skills, abilities and progress.

Interventions are sought at the early stages to identify any group falling behind their peers or below their expected achievements, which results in children's needs being met effectively and relevant support services being involved. The setting works very closely with local schools, which means that children are very well-prepared for their transition into school. Partnership with parents are effective in promoting children's well-being and progress. The nursery communicates with parents using a range of methods including notice boards, newsletters and social media. Parents speak extremely highly about the nursery and the staff team and feel thoroughly involved in their children's 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	966074
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	53
Number of children on roll	58
Name of provider	Little Treasures Daycare Limited
Date of previous inspection	21/02/2014
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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Piccadilly Gate
Store St
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M1 2WD

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