

Inspection of Little Treasures Kindergarten Ltd

Suite 2, The Oast House, 62 Bell Road, Sittingbourne, Kent ME10 4HE

Inspection date: 10 January 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

All children are very happy and confident. Even the youngest children are independent. For instance, they confidently choose where they would like to play and what activities they would like to participate in. Children enjoy the challenging and unique experiences that are on offer at the setting. For example, they enjoy making their own jam sandwiches and pouring their own 'tea' at their tea party. Children have a keen interest in the solar system. They confidently learn the names of the planets and create pictures of their own idea of what they think space may look like. Children enthusiastically bring their imagination to life. For example, they use materials to create their own astronaut costume and 'fly' into space.

Staff plan activities to build on children's interests well. For example, children enjoy riding on a miniature railway to learn about trains. Children learn about the benefits of healthy lifestyles. They talk about the importance of healthy eating. They enjoy growing their own healthy produce to eat at snack time, such as carrots and tomatoes. All children gain good physical skills and enjoy using challenging equipment. For example, they confidently use a small climbing wall and safely negotiate obstacles, such as stepping stones.

What does the early years setting do well and what does it need to do better?

- All staff get to know the children and what makes them unique. This helps staff to establish secure and trusting relationships with them. This includes children who are new to the setting, who settle quickly into the warm and inviting environment. All children have a good sense of belonging and positive levels of well-being.
- Overall, children are polite and behave well. However, on occasion, staff do not consistently ensure that all children fully understand what is expected of them. This includes when they incorrectly use resources and equipment. For example, when children stand on a chair, they are told to get down. However, there is not a clear explanation provided to children to help them fully understand the expectations of their behaviour.
- Staff have a good knowledge of all areas of learning. This helps them plan activities and experiences that they know will interest children. For example, they build on children's interest of cars to include early literacy opportunities. Children excitedly explore patterns they make in paint using cars and give meaning to the marks they make.
- Overall, all children are engaged in the learning opportunities that staff carefully plan for them. However, at times, staff do not quickly identify when quieter children would benefit from additional encouragement to fully engage in large-group activities. Staff are not always vigilant in ensuring that all children are more promptly involved in the experiences they show an interest in. However,

children are generally very happy and settled.

- All staff establish positive partnerships with parents. They keep them well involved and informed of their children's achievements and next steps in their learning. Staff encourage parents to share information about what their children have enjoyed doing at home. They use this information to support their planning. They provide children with a good, consistent link between home and the kindergarten.
- The managers and staff evaluate their practice together effectively. Each member of staff takes responsibility for an area at the setting, such as the garden. They ensure that they monitor how effectively children use the area and how they can enhance the learning opportunities even further.
- Staff attend regular and beneficial training. For example, they have made good use of recent training on how to support children to develop their communication and language skills. This includes understanding the benefits of using signs and symbols as visual prompts. As a result, staff are confident to support all children, including children with special educational needs and/or disabilities, to communicate effectively.
- Children have good opportunities to develop an understanding of the similarities and differences between people in the wider world. For instance, they make Chinese lanterns and use chopsticks when they talk about Chinese New Year. Children enjoy trying food from around the world, such as traditional Polish cakes.
- Staff use additional funding effectively to meet the individual learning needs of children. For example, they have purchased additional resources and equipment, such as games and puzzles, to enhance children's learning experiences further.

Safeguarding

The arrangements for safeguarding are effective.

All staff, including the managers, show a full understanding and confident knowledge of all child protection and safeguarding policies and procedures. They know the signs and symptoms of abuse that may highlight a potential issue. This includes issues such as county lines. Staff know who to contact to seek advice and how to raise and follow up on any concerns if they arise. The managers and staff have a secure understanding of the role of the local authority designated officer to manage any allegations against staff. Children learn how to keep themselves and others safe. For example, they talk about the safety rules of how to cross the car park to the garden with minimal risk.

What does the setting need to do to improve?

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

- provide guidance for staff to be more aware of all children and when they would

- benefit from more adult engagement during large-group activities
- support staff to consistently help all children to fully understand the expectations of how to behave when using different resources and equipment.

Setting details

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| Unique reference number | EY486778 |
| Local authority | Kent |
| Inspection number | 10264199 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Full day care |
| Age range of children at time of inspection | 2 to 4 |
| Total number of places | 40 |
| Number of children on roll | 55 |
| Name of registered person | Little Treasures Kindergarten Ltd |
| Registered person unique reference number | RP908339 |
| Telephone number | 01795 550009 |
| Date of previous inspection | 7 June 2017 |

Information about this early years setting

Little Treasures Kindergarten Ltd registered in 2015. It is located in Sittingbourne, Kent. The kindergarten is open Monday to Friday, from 9am until 3pm, term time only. The kindergarten receives funding to provide free early education for children aged two, three and four years. The kindergarten employs 11 members of staff, eight of whom hold relevant early years qualifications at level 3 and above. This includes one member of staff who has an early years qualification at level 5.

Information about this inspection

Inspector

Kelly Hawkins

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector carried out a learning walk with the manager. The inspector assessed the impact of the quality of staff interactions and the learning opportunities they provide for children.
- The inspector viewed the indoor and outdoor learning environments.
- Written documentation was reviewed. This included safeguarding and child protection policies and procedures.
- The inspector spoke to the manager, children, parents and staff at convenient times and considered their views.
- The manager and inspector carried out a joint observation during an activity, focusing on the development of children's listening and speaking skills.

We carried out this inspection 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.

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