

Inspection of Kirsty's Little Treasures

4 Shenstone Close, Bromsgrove B60 1PG

Inspection date: 12 February 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Staff warmly greet the children and parents on arrival. Children enthusiastically wave goodbye to their parents as they join their friends, excited and ready to start their day at nursery. Staff provide a safe and secure environment where children seek out comfort when needed. They provide children with a warm and reassuring cuddle, which helps them to settle so they feel confident to go and play.

Children get excited as they join in with fun singing sessions. For example, they sit with their friends and staff and hold onto a parachute. Children giggle in delight as they shake this to the beat as they sing the songs. This provides children with opportunities to develop their social skills. Staff spark children's curiosity as they read stories to children. They ask children questions to encourage them to think about what might happen next in the book. This helps to promote early literacy skills and a love of reading.

Children learn about the world around them and how to care for their environment. They join staff during litter-picking sessions to help keep their local community clean and tidy. Staff provide a range of different initiatives to support the families that attend the nursery, including offering a book lending library and a food bank.

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

- Managers work closely with the staff to ensure they have the support required to carry out their roles. Staff meet regularly with the managers to discuss their well-being and any ongoing training they may need. This contributes to positive working relationships and high levels of staff morale.
- The range of activities staff provide ignite children to be excited and join in. The most confident children in the group readily share their views and ideas. However, some children are interrupted when they speak, as staff do not remind the children to be polite and wait their turn. As a result, some children are not always building awareness and respect for others effectively.
- Procedures for allergy management are robust. Staff implement effective procedures to ensure that children eat the right foods. This includes alerting staff to the contents of any food-based activities, such as dough or pasta play. This ensures children remain safe during these activities.
- Staff promote mealtimes to be sociable occasions. Children sit together and talk about their day. They share their thoughts on what they might be having for their meal. However, how staff organise these mealtime routines means that, at times, children wait for longer than necessary for their food to be served. This results in children becoming restless and a little disruptive.
- Staff identify gaps in children's learning early and make timely referrals where necessary. They work closely with parents and other professionals to ensure

children with special educational needs and/or disabilities (SEND) have the required support. Staff swiftly implement individual support plans so children can make expected progress in their learning and development.

- Parent partnerships are strong. Parents comment that staff are compassionate and provide high-quality care. They feel that communication is excellent because staff share detailed information about the activities parents can provide at home to continue their child's learning.
- Children enjoy their time being physically active in the garden. They skilfully climb the tyres to the slide and successfully slide down this. Children delve into a range of activities to develop their fine motor skills, for example using tweezers to pick up pasta and move this into different containers. Children roll and manipulate the dough into different shapes. They use buttons to create different animals and excitedly share their creations with the staff. Staff provide an abundance of praise, which helps build on children's self-esteem.
- Staff promote school readiness through a range of activities and experiences. They encourage children to wash their hands before eating and talk to them about the importance of this. Older children use their cutlery to cut their meals at lunchtime. Children develop their early writing skills through making marks on whiteboards or in the sensory trays as they trace patterns with their fingers and tools.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- strengthen arrangements to support all children to be polite and develop respect for one another
- review and improve the organisation of mealtime routines so that children are not waiting for extended periods of time.

Setting details

Unique reference number	EY470602
Local authority	Worcestershire
Inspection number	10389254
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	0 to 4
Total number of places	56
Number of children on roll	101
Name of registered person	KLT Childcare Ltd
Registered person unique reference number	RP533167
Telephone number	07864539014
Date of previous inspection	17 June 2019

Information about this early years setting

Kirsty's Little Treasures registered in 2013. The nursery employs 16 members of childcare staff. Of these, 15 hold appropriate early years qualifications between level 2 and level 6. The nursery operates Monday to Friday from 7.30am until 6pm, all year round. The nursery provides funded early education for children.

Information about this inspection

Inspector

Katherine Wilson

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Staff spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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