

Kirsty's Little Treasures

Unique reference number (URN): 2765000

Address: 25 The Flats, Bromsgrove, B61 8LE

Type: Childcare on non-domestic premises

Registered with Ofsted: 24/11/2023

Registers: EYR

Registered person: KLT Childcare Ltd

Inspection report: 20 November 2025

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, children are made safer and feel safe.

How we evaluate safeguarding

When we inspect settings for safeguarding, they can have the following outcomes:

- Met: The setting has an open and positive culture of safeguarding.
- Not met: The setting has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard

Behaviour, attitudes and establishing routines

Strong standard 

Leaders embed a nurturing and respectful culture in which children can manage their own feelings and behaviour. There is real sense of calm in the rooms. Staff implement a steady and graduated approach to children settling in. Highly positive relationships form between staff and children. Children quickly build connections and attachments to staff. The youngest babies are taught to collaborate and work with others. During a posting activity, staff encourage babies to take turns holding the piggy bank as they each post coins inside. Staff gently support children to follow rules and explain the feelings of others if they become frustrated. Staff's high expectations for children's behaviour result in a wonderful learning environment, where children can thrive.

Staff are excellent role models, speaking calmly and respectfully to each other and children. They work as a team to implement consistent routines, helping babies feel safe and secure. Staff recognise when children are tired or hungry and adapt routines to support emotional wellbeing. Leaders understand family needs and respond flexibly and proactively so children attend regularly. Staff tailor transitions onwards from the nursery to individual children. Key persons spend time with children in their new setting. As a result, all children are well prepared for the move to their next stage in education.

Children's welfare and well-being

Strong standard 

Leaders consistently prioritise children's welfare and wellbeing. All staff have a comprehensive understanding of children's needs. Staff meet the personal care needs of babies with dignity and respect. They follow rigorous hygiene practices and are attentive to handwashing procedures. All children have daily access to fresh air, drinking water and nutritious meals and snacks. Staff support children to be independent and make good choices. They encourage children to access their drinks regularly and explain the importance of staying hydrated. All children know they must wash their hands before eating and after playing outside. There is lots of space for young babies to be physically active and explore.

Staff gather valuable information from parents and carers before children start. They work closely with parents and families to follow babies' routines from home. Staff use individual photobooks to help them to understand children's home lives. Babies smile as staff point out

their family members and chat about their friends. This is a highly effective tool to help babies feel welcome, secure and happy.

The daily activities develop long-lasting healthy habits, which supports children's emotional wellbeing. Relationships between staff and children are strong. Babies reach out for their key person for cuddles and reassurance if they need it. Staff respond with warmth and are highly successful at supporting children to manage their emotions.

Expected standard

Achievement

Expected standard 

Children develop age-appropriate skills across the seven areas of learning. Due to the age of the children in the nursery, there is a focus on the prime areas of learning. Despite only a small age range between the oldest and youngest children in the nursery, progression in children's achievement is evident. Children with barriers to their learning, who speak English as an additional language, have a communication delay or are disadvantaged, achieve well from their starting points in development. Staff skilfully extend children's communication and language through reading familiar stories and through well-planned activities that encourage conversations. Children concentrate on activities for extended periods. They thoroughly enjoy repeatedly pressing buttons on resources and dancing to the music that results. They begin to understand the concept of cause and effect. Children are inquisitive and eager to learn and explore. They confidently move around the rooms, opening boxes and making choices of what they would like to play with next. This builds positive learning habits for their future.

Curriculum and teaching

Expected standard 

Leaders have an accurate understanding of the quality of the curriculum and clearly define what they want children to learn. The curriculum is designed to build on what children already know and can do and is ambitious for all. However, staff are less confident in explaining the overarching curriculum intentions for each cohort. This means the curriculum intent is not fully embedded in practice. For example, each base room has learning outcomes for children to achieve before transitioning, but these are not fully understood by all staff, affecting how well some teach them.

Staff support children to learn new skills across the seven areas of learning and typically teach the curriculum well. They focus on babies' personal, social and emotional development to ensure they feel safe, secure and stimulated. Staff respond to children's needs, engage in meaningful interactions, and use stories, songs and rhymes to promote early language. Care routines become learning opportunities, introducing counting and numerical language. Staff assess progress accurately and plan to close gaps swiftly, adapting teaching to individual needs. For example, children who speak English as an additional language practise home languages during play, nurturing belonging.

Teaching in group activities generally supports engagement, although occasional inconsistencies, such as removing instruments too early or singing too quickly, reduce some children's interest.

Inclusion

Expected standard 

Leaders and staff identify children's needs quickly and accurately. They ensure that children receive effective support. For example, children with a communication delay are quickly supported by the special educational needs coordinators with strategies and targets to support their early language. Staff speak slowly and clearly so that children can repeat and mimic new words. Staff use resources they know children will enjoy, such as blowing bubbles, to encourage new sounds and strengthen facial muscles.

Leaders ensure that staff are well trained and that the whole team works together collaboratively so that children's needs are known, understood and met. Staff complete comprehensive observations of children's learning. They use this information to accurately assess children's progress. All staff know children's needs and what they need to learn next. The most disadvantaged children and those who have barriers to their learning have opportunities to experience a rich and ambitious curriculum.

Leaders use funding in a variety of ways. They consider children's interests and likes to plan experiences that they know the children will enjoy. For example, staff plan activities that focus on children's favourite animals. This has a positive impact on children's wellbeing, progress and development.

Leadership and governance

Expected standard 

Leaders have created a feeling of mutual respect among the team. The staff feel valued and comment that their professional development is a priority. Staff complete training specific for their roles of working with young babies. They say they receive support to progress their careers and increase their responsibilities. This results in an established, long-standing and highly skilled staff team.

Leaders have accurate oversight of the strengths and their priorities for improvement of the nursery. They are keen to develop their outdoor learning areas, with a focus on children aged under 2 years accessing forest school type provision. Leaders use research and evidence to formulate their plans. All staff feel well supported by leaders. Leaders prioritise support for the most disadvantaged children. They work closely with parents and carers to provide additional support, and help should they need it. Initiatives, such as a food bank, a book lending library and home learning bags, support the most vulnerable children to thrive. There is a real sense of community between the team and the families they serve.

What it's like to be a child at this setting

This nursery has a homely atmosphere, where young children receive nurture to thrive. Staff create strong bonds with children and know them extremely well. This supports children to feel safe and secure. There is a real sense of calm, and the atmosphere is highly conducive for children's learning. Young babies enjoy navigating the sensory room, where there are lots of opportunities to develop their physical skills. They smile and giggle as they climb up and down the soft-play equipment. Staff clap and praise when the children try something new, such as taking independent steps. Children relish the sense of achievement, and this positive environment encourages them to keep practising new skills. Children quickly achieve early milestones and build strong foundations to help them to make progress across all areas of learning. As a result, children develop the skills they need to get the best start in life.

Children clearly enjoy their time in the nursery. The key-person system is highly effective. Children seek out staff who they have a special relationship with. Staff and children fondly greet each other as they move around the nursery. Staff work closely with parents and carers to help children to settle into the nursery's environment and routines. There is a tailored and graduated settling-in process that supports parents and children to feel happy as they start their nursery journey. Children demonstrate they feel very happy, safe and secure in the nursery.

Next steps

- Leaders should support staff's confidence and understanding to implement and embed the curriculum more consistently.
 - Leaders should monitor group activities to ensure teaching approaches consistently support children's engagement and learning.
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About this inspection

The inspector spoke with leaders, staff and the special educational needs coordinator during the inspection.

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.

A quality assurance visit by an additional inspector was carried out at this inspection.

Inspector:
Katie Rudge

About this setting

Unique reference number (URN): 2765000

Address:
25 The Flats
Bromsgrove
B61 8LE

Type: Childcare on non-domestic premises

Registration date: 24/11/2023

Registered person: KLT Childcare Ltd

Register(s): EYR

Operating hours: Monday, Tuesday, Wednesday, Thursday, Friday : 07:30 - 18:00

Local authority: Worcestershire

Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

 This data is from 20 November 2025

Children numbers

Age range of children at the time of inspection

1 to 2

Total number of places

24

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other settings can learn from it.

Strong standard

The setting reaches a strong standard. Leaders are working above the standards expected of them.

Expected standard

The setting is fulfilling the expected standard of education and/or care. This means they are following the standards set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The setting needs to make urgent improvements to provide the expected standard of education and/or care.

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