

Little Treasures Day Nursery

Unique reference number (URN): 2824843

Address: The Rainbow Centre, Wheeler Street, Hull, HU3 5QE

Type: Childcare on non-domestic premises

Registered with Ofsted: 31/01/2025

Registers: EYR

Registered person: Hull Collaborative Academy Trust

Inspection report: 26 August 2026

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 ●

Achievement

Strong standard ●

Children make significant, sustained progress from their starting points. They achieve consistently well across all areas of learning and develop independence. Children show sustained focus and have a highly positive attitude to learning. They learn in a calm atmosphere. Skilled staff allow children time to process new challenges and experiences. This means that children embed their knowledge and understanding.

All children, including those with special educational needs and/or disabilities and those known, or previously known to social care, thrive in a language-rich environment where communication skills develop well. Across all ages, children demonstrate highly effective listening and attention. For example, children listen attentively to a story and join in with action songs, showing engagement and enjoyment.

Staff know the children exceptionally well and use observation and assessment highly effectively. They monitor progress and children's next steps in learning are clear. As a result, children consistently develop the knowledge and skills to succeed and are very well prepared for the next stage in learning, including readiness for school.

Behaviour, attitudes and establishing routines

Strong standard ●

Transitions across the nursery are highly effective. There are well established routines in place, and as a result, children move seamlessly throughout the day. Toddlers move independently through shared spaces, reflecting effective staff modelling and well embedded routines. The calm, nurturing environment supports positive behaviour. Staff consider individual children's needs and have high expectations for all. Staff are positive role models. They use gentle reminders and purposeful praise. This has a positive impact on children's behaviour and ensures they feel secure in the setting and develop positive dispositions and attitudes.

Leaders and staff promote kindness and encourage children to build friendships. Children form trusting, cooperative relationships. For example, older children play with younger children on the tricycles. They help them to keep safe by checking that they are holding on and by not going too fast. Staff use their knowledge of children's interests to ignite curiosity as they access a wealth of provision and play opportunities. Children have excellent attitudes to their own learning. Children join in activities with enthusiasm and can stay focused for sustained periods of time. They show confidence, independence and resilience.

Leaders have a clear strategic approach to attendance and punctuality. They work in partnership with parents and suggest ways to remove barriers to regular and timely attendance. Feedback from parents is overwhelmingly positive, with one parent stating that staff always go 'above and beyond.'

Children's welfare and wellbeing

Strong standard 

Leaders and staff know the children in their care extremely well and prioritise their welfare and wellbeing. Staff provide a nurturing settling-in process, communicating effectively with parents. The key-person system is firmly embedded. As a result, babies and children form secure relationships. Personal, social and emotional development is strong. Children are very well supported to manage their emotions appropriately for their age and stage of development. In a creative task, children paint 'emotion faces' and talk about different feelings. They use 'angry', 'sad' and 'happy', and the adult introduces, 'worried', 'disappointed' and 'frustrated' to explore more complex emotions.

Staff demonstrate an excellent understanding of safer-sleep requirements. Care routines and hygiene practices are of a consistently high standard. Leaders promote children's oral health, and children take the 'oral hygiene activity bag' home to explore with their parents. During mealtimes, staff closely supervise and chat with the children about healthy food choices and favourite fruits and vegetables. This, together with the range of physical opportunities available, teaches children about a healthy lifestyle. Staff are vigilant and have clear plans in place to ensure that children's dietary requirements are closely followed. Staff successfully encourage children's independence. For example, older children use cutlery independently and toddlers drink from open beakers with minimal support. Leaders and staff consistently ensure that every child, including those who face barriers to their learning and wellbeing, feels safe, valued and supported, promoting a strong sense of belonging.

Curriculum and teaching

Strong standard 

Leaders have a clear curriculum vision. They have designed a curriculum rich with opportunities for children to build their knowledge and skills across all areas of development. This prepares them well for future learning. Leaders are confident in their skilled practitioners and prioritise high-quality interactions. Children are immersed in a language rich environment. They learn new vocabulary through meaningful and joyful exchange. For example, older children take part in imaginative doctor's surgery role play. They use ambitious vocabulary, such as 'stethoscope', and engage in back-and-forth conversations with adults and peers.

Staff help children to develop a deep understanding of mathematics through carefully planned activities and child-led play. For example, children develop mathematical understanding when sorting objects into the correct colours and matching them to numerals. Staff model the use of mathematical vocabulary and skilfully support and extend learning naturally through play. As a result, children develop problem-solving skills and mathematical understanding.

Leaders ensure that learning is responsive, inclusive and closely aligned to children's next steps. Staff know the children well and speak confidently about what they are learning and why. They use observations effectively and identify any gaps in children's learning and development. Staff share children's achievements and next steps with parents, in person or via an online learning platform. This strengthens consistency between home and nursery and is well received by parents. Children thoroughly enjoy learning, and experienced staff

ensure that there are no opportunities for learning to be missed, resulting in excellent outcomes for all children, including those with barriers to their learning and development.

Inclusion

Strong standard ●

High expectations are upheld for every child. All children enjoy rich, tailored and inclusive experiences. Leaders and staff use highly effective identification and monitoring systems. Effective communication with families ensures the swift identification of children's individual needs. Partnerships with parents and external agencies are secure. Staff closely monitor children's progress and deliver well-implemented adaptations and interventions. This enables all children, including those with special educational needs and/or disabilities (SEND), those who speak English as an additional language and those who are known, or previously known to social care, to make consistent progress. Leaders articulate clear examples of how they have supported individual children, such as adapting routines following family changes, increasing emotional support during periods of transition, or tailoring provision and resources to meet children's needs.

Children's medical needs are managed sensitively. There is effective communication around allergies and medication. This builds trust, shared understanding and support, which parents and carers praise. Leaders use early years pupil premium and SEND funding thoughtfully to enhance experiences, resources and increase staffing levels. They provide additional high-quality adult support which results in consistent progress. For example, due to additional adult support and interventions, children with communication barriers now use language effectively, and they speak in full sentences when communicating with others. Staff skilfully adapt their teaching to support next steps in the moment. As a result, all children, including those with barriers to their learning, consistently thrive in their care.

Leadership and governance

Strong standard ●

Leaders and staff have created a positive, nurturing environment where children flourish. Those responsible for governance offer support and strategic oversight while recognising the unique nature of the nursery and the skill and experience of its leaders. Leaders have a clear vision for the nursery with children and families at the heart of its approach. Parents express full confidence in the 'fantastic' care their children receive. They share positive feedback that reinforces the impact of the setting's approach. They highlight strong communication, the provision of story sacks and a nursery library, and the noticeable progress their children make. Leaders are reflective and continually review and improve daily experiences. They enhance their strengths, which include high-quality interactions and focus on communication. Leaders also consider their improvement priorities, such as further enhancing free-flow provision and improving the already highly effective provision for children with special educational needs and/or disabilities.

With support from those with oversight for governance, leaders undertake rigorous recruitment and staff-induction processes. Leaders act as role models. They have high expectations and professionalism is embedded across the team. All staff make a positive contribution to children's learning and development. Leaders prioritise professional learning and training for staff. They ensure that staff access high-quality training, delivered by colleagues in the associated primary school and academy trust, the local authority and

external providers. Leaders promote staff wellbeing and create a positive culture. Staff feel valued and contribute meaningfully to ongoing improvement. Staff turnover is low, and as a result, children benefit from an experienced and highly skilled staff team. This continuity of care and collaborative approach means that leaders and staff know children, families and the community well and offer highly impactful care and education for all.

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

Children are exceptionally well cared for. They benefit from nurturing relationships with adults who know them well. Children, including babies, feel safe, secure, and ready to explore. This is because staff listen attentively, celebrate children's achievements and provide reassurance when needed. Children make consistent progress from their starting points. Their individual needs are identified rapidly, and experienced staff adapt provision and support accordingly. The setting is wholly inclusive, and children participate in a variety of activities and access a broad and balanced curriculum. Children's communication flourishes because staff provide rich language experiences, narrate play and actively encourage conversation. Highly skilled staff ensure that no opportunity for learning is lost. Children learn about rhyming words as they have their snack. They also learn about healthy eating as they role play making fruit kebabs and practise their manners throughout the day.

The outdoor space provides a rich learning environment that has been thoughtfully designed to support learning and development across all areas. Children achieve well in their physical development. They have frequent opportunities to develop their gross motor skills while playing outdoors. They also strengthen their fine-motor control through creative activities. Children, including toddlers, take responsibility for their own safety, ensuring they wear protective helmets when riding tricycles and sun hats to stay safe on sunny days.

Children develop positive attitudes towards learning because they are encouraged to persevere, take risks and explore new challenges within a supportive environment. Staff promote children's resilience in their play. For example, a toddler was helped to use the water pump and then encouraged to do this independently with the member of staff stepping back and providing gentle guidance, reassurance and praise when the toddler was successful. Children demonstrate growing independence as they make choices, access resources and engage in meaningful play that helps them to build essential early skills. They build positive social skills and interact with staff who fully engage with them, fostering creativity, curiosity and a love of learning. Children leave the nursery as confident, curious learners who are ready for school life and are equipped with the essential skills they need to continue thriving.

Next steps

- Leaders should continue to be reflective and ensure that the high-quality provision and care already in place is sustained to realise a transformational impact on the development and achievement of all children, particularly disadvantaged children and those with special educational needs and/or disabilities.
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About this inspection

The inspector spoke with leaders, practitioners and parents 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.

Inspector:

Clare Waddington

About this setting

Unique reference number (URN): 2824843

Address:

The Rainbow Centre
Wheeler Street
Hull
HU3 5QE

Type: Childcare on non-domestic premises

Registration date: 31/01/2025

Registered person: Hull Collaborative Academy Trust

Register(s): EYR

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

Local authority: Kingston Upon Hull City Council

Facts and figures used on inspection

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

 This data is from 26 August 2026

Children numbers

Age range of children at the time of inspection

1 to 4

Total number of places

42

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 standard expected of them.

Expected standard 

The setting is fulfilling the expected standard of education and/or care. This means they are following the standard 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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