

Little Gems Day Nursery

Inspection report for early years provision

Unique reference number EY396145
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Inspector Lisa Jane Cupples

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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Little Gems Day Nursery opened in 2009 and is registered on the Early Years Register and the compulsory part of the Childcare Register. It operates from an easily accessible, large detached house in Clanfield, a residential area in Hampshire. The provision is registered to care for a maximum of 40 children under eight years, all of whom may be in the early years age group. All children have access to a fully enclosed outside play area.

There are currently 32 children in the early years age group on roll. The nursery is open each weekday from 7.30am to 6.00pm for 51 weeks of the year. The provision has procedures in place to support children with special educational needs and/or physical disabilities.

There are currently nine members of staff employed at the nursery. The manager has a Certificate in Education and NVQ level 4 in Childcare and Education. All other staff hold relevant childcare qualifications and one member of staff is currently working towards a qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All children are happy and settled during their time at the nursery because the staff team take the time to get to know the children and their families well. Clear and effective systems are in place and are implemented consistently by the staff team to ensure all children's individual needs are being met. As a result, all children are making good progress towards the early learning goals. The manager and the staff team continually monitor and evaluate all aspects of the nursery to identify strengths and any areas for development, driving improvement for the benefit of all the children who attend.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- extend the children's opportunities to see positive images to further promote their knowledge and understanding of diversity on a daily basis
- ensure the babies sleep room is maintained at a temperature that is comfortable for the children and staff, including non-mobile children.

The effectiveness of leadership and management of the early years provision

All staff have a good understanding of child protection procedures and know how to implement them effectively to safeguard the children. Robust recruitment and vetting procedures are in place to ensure all adults working with the children are

suitable to do so. All visitors to the nursery are required to go to the main reception area and sign in and out of the visitor's book, ensuring an accurate record of everyone coming into contact with the children is maintained. The premises are secure, ensuring that no unauthorised people can gain access to the nursery or the children at any time. Detailed risk assessments are carried out to ensure the premises are safe and secure for the children. The nursery radiators are covered to protect the children and ensure an adequate temperature is maintained in the play rooms and other areas of the nursery. There is not a radiator in the baby sleep room and staff use a wall heater that is situated, safely out of the reach of children. However, the temperature is not monitored effectively to ensure it is comfortable for the non-mobile children when they are sleeping.

The manager has a clear vision for the nursery and is continually developing systems and procedures to fully involve the staff team as the setting moves forward. Daily routines, staff performance, records and individual activities are consistently monitored and evaluated to ensure they meet the needs of the children. The manager is skilled at identifying areas for improvement through evaluation and addresses any identified weaknesses as soon as possible. For example, the garden area is being developed to include a sensory garden and a pet's corner. The children's learning journeys have also been adapted to ensure all staff and the parents can clearly see the children's next steps. Staff deployment is good, ensuring all children are fully supervised and receive support and encouragement throughout the day.

All children have access to a wide range of resources and materials that are suitable for their age and stage of development. The equipment is stored at a low-level in each of the base rooms to ensure children of all ages can access the resources independently, promoting their freedom of choice and decision making skills effectively. Equality is promoted well within the setting and all children's individual needs are being met. They use a range of multicultural resources to learn about other cultures and beliefs and take part in planned topics and themes celebrating festivals, such as, Divali and Chinese New Year. Positive images of ethnicity, gender and disability are displayed around the nursery; however, they are often positioned high on the wall where the children can not view them easily, limiting their opportunities to extend their knowledge and understanding of diversity on a daily basis.

Children benefit from the good relationships between the nursery staff and their parents. Information is shared openly and parents are encouraged to be involved in their children's learning. They have access to their children's records at any time and are able to make written contributions about their children's learning in the setting and at home. Newsletters and notice boards are used to keep the parents fully informed about changes and developments within the nursery, including changes to the structure of the day or new activities being introduced to the children. Daily diaries are used to share information about the children's diet, sleep routines, day to day activities and general well-being during the day. Parents questionnaires are used to seek the views of parents and open evenings are held regularly to build relationships. The manager has systems in place to share information with other provider's of the Early Years Foundation Stage (EYFS) when

children begin to attend other settings to ensure the children's care, play and learning in one setting complements another.

The quality and standards of the early years provision and outcomes for children

All children in the nursery have fun and enjoy a wide variety of activities and experiences to promote their learning and development in all six areas. Staff are skilled at differentiating the activities to ensure all children gain the most from the experiences. For example, staff set up a sensory activity with jelly in the baby room and organise the activity well, taking each child's needs and abilities into account. Some children accessed the jelly from their high chairs to ensure they could reach and others were free to come to the low level table to explore the textures. Staff ask open-ended questions to extend the children's learning and encourage the children to think about what they are trying to achieve. For example, children in the toddler room try to make sand castles, like they did at the beach, but the dry sand keeps falling over. Staff talk to the children about what is different and they realise the sand is too dry. The children collect water from the tray at the other side of the room and add it to the sand. They mix it around, cheering and clapping when they make sand castles, talking about how the sand changes when it becomes wet. Children's physical development is being promoted well. They free flow in and out of the garden where they have access to wheeled toys, climbing equipment and use balls to develop their hand to eye coordination. Children practise climbing through tunnels and use the adventure climbing frame as they learn to move over, under and around the resources. Children also have access to a soft play room and enjoy organising the large pieces into shapes and playing in the ball pit. They count at every opportunity and enjoy role play and art and craft, expressing themselves freely as they create their own ideas. Children learn to handle pets with care as they feed the hamsters in the pre-school room and the guinea pigs outside. Good hygiene procedures are implemented to help prevent the possible spread of infection and parental consent is obtained before the children have access to any of the pets.

Children learn how to keep themselves safe through discussion and the consistent rules and boundaries implemented by staff. For example, children know they must not run in the nursery or stand on the chairs in case they fall and hurt themselves. They learn how to handle scissors, tools and knives with care during activities and when they are preparing the fruit for snack time. Children and staff practise regular fire drills to ensure everyone knows what to do if they have to evacuate the building in the event of an emergency. Children are beginning to learn about the importance of eating food that is good for them and a healthy lifestyle. They have access to the secure garden throughout the day to ensure they reap the benefits of the fresh air and talk about how exercise is good for their bodies. Children take part in activities to further develop their understanding of a nutritious diet. For example, they select items for healthy packed lunches and chat about which types of food will help them to 'grow big and strong'.

Children's behaviour is good because they are busy and occupied in activities throughout the day that reflect their own interests. Staff implement clear rules and

boundaries consistently, so the children know exactly what is expected of them. Children are beginning to show consideration for others as they share and take turns with ease and older children often help the younger children to dry their hands after they have washed them. Children have access to mark-making materials in all rooms and practise their emergent writing skills in a variety of ways. For example, they make notes in the home corners, use black boards and white boards and older children are beginning to form clear, recognisable letters on their own work. Children use electronic toys and have access to the computer, using the mouse and keyboard with ease and confidence.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met