



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN EY233954

DfES Number: 551136

### INSPECTION DETAILS

Inspection Date 23/09/2004

Inspector Name Kay Rutter

### SETTING DETAILS

Day Care Type Sessional Day Care

Setting Name Little Gems Nursery

Setting Address Stanmore & Canon Park Synagogue  
London Road  
Stanmore  
HA4 4NS

### REGISTERED PROVIDER DETAILS

Name The Committee of Mrs Paula Leaman

### ORGANISATION DETAILS

Name Mrs Paula Leaman

Address 15 Glanleam Road  
Stanmore  
HA7 4NW

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Little Gems Nursery opened two years ago. It operates from Stanmore and Canons Park Synagogue in Stanmore. It is situated within walking distance of Stanmore station, bus routes, shops and parks.

There are currently 24 children on roll, aged 18 months to 4 years, this includes 2 funded 3 year-olds. Children attend for a variety of sessions. The setting supports children with special needs and children who speak English as an additional language.

The group opens five mornings per week during term time. Sessions are from 09:30 to 12:30 Monday to Thursday and from 09:15 to 12:15 on Friday.

Five full time staff and three part time staff work with the children. Four staff have relevant early years qualifications to National Vocational Qualification (NVQ) level 3 and two staff are currently working towards recognised early years qualifications. The provider is also present at several of the sessions. The setting receives support from an advisory teacher from the Early Years Childcare Partnership (EYCP), the Pre School Learning Alliance(PSLA) and the Agency for Jewish education. The group has a Jewish ethos which is reflected in the curriculum offered and children from the Jewish community are welcomed.

### How good is the Day Care?

Little Gems Nursery provides good care for children.

Suitably qualified and experienced staff are recruited, they have regular access to training. The manager and staff have clear responsibilities and are well deployed, enabling them to offer lots of support and attention to children. Good communication systems are in place and the staff work well as a team. A well organised range of policies and procedures are in place to ensure the efficient and safe running of the group, promote the welfare of children and keep parents informed.

Staff make good use of display and dedicated play areas to create an attractive, stimulating and welcoming environment. Positive steps have been taken to protect children; there are good safety and security measures in place, health and hygiene is promoted well and staff have a sound knowledge of child protection, recording and reporting procedures.

Adults and children develop good relationships based on respect, which creates a positive learning environment where children are widely praised and develop good self esteem. A good understanding of the birth to three matters framework and the foundation stage curriculum enables staff to plan a suitably broad range of experiences to promote good progress in all areas of learning and development. Children enjoy a varied and vast range of stimulating resources each day, although they have limited independent access to equipment and art activities are occasionally adult led and uniform in outcome. Adults have a good knowledge of children as individuals and use a wide range of skills to ensure their individual needs are well met.

Partnership with parents is very good. Parents are warmly welcomed and can easily access information about the setting and the curriculum. Regular communication and meetings between staff and parents informs adults about children's progress and development

#### **What has improved since the last inspection?**

The provider continues to meet standards for registration.

#### **What is being done well?**

- The comprehensive operational plan works well in practice; staff are well deployed, have clear responsibilities, communicate well and work well as a team. The staff have regular access to training to ensure their skills and knowledge are current, which influences childcare practice and enables ongoing improvements to the setting.
- Staff have a sound knowledge of the foundation stage curriculum. They plan a broad range of interesting activities to promote learning and development in the six learning areas and enable children to make good progress at their own pace. Funded children are interested in and challenged by the available activities. They make good progress in all areas.
- Adults have a very good understanding of the birth to three matters framework. They provide a rich, sensitive and stimulating experience for children aged eighteen months to three years (see outstanding practice).
- Adults and children have good relationships, children receive ample attention and support to enable them to feel secure and confident. Staff act as positive role models for children, showing them respect and kindness - children mirror this behaviour, creating a calm and positive learning environment. Children receive lots of praise and encouragement which fosters good self esteem.
- Good information is available to parents about the setting, curriculum and

individual progress. Parents are warmly welcomed and have good relationships with staff.

- Well organised documentation, policies and procedures to ensure the efficient and safe running of the group, promote the welfare of the children and keep parents informed

#### **An aspect of outstanding practice:**

Adults are particularly observant and attentive to the younger children in the group [aged between eighteen months and three years], as they enjoy their first play group experiences. Staff are sensitive to the personal, social and emotional needs of the children and form warm and caring relationships which foster good self esteem. Children under three years appear secure, confident and happy within the setting. Staff provide impromptu stories, individual attention and hugs as necessary to meet the children's needs. A very good understanding of the birth to three matters framework enables staff to provide a suitable and stimulating range of activities which interests and challenges the younger children. They are able to participate in small group activities, share, take turns make good developmental progress in all areas.

#### **What needs to be improved?**

- There are no significant weaknesses to report, however, consideration should be given to improving the following;
- the opportunities for children to choose toys and equipment independently, allowing them to explore and investigate spontaneously.

#### **Outcome of the inspection**

Good

#### **CONDITIONS OF REGISTRATION**

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

#### **WHAT NEEDS TO BE DONE NEXT?**

#### **The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
3	Increase opportunities for children to choose toys and equipment independently, allowing them to explore and investigate spontaneously.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Little Gems Nursery offers good quality nursery education.

Children are curious, enthusiastic learners who participate in a broad range of activities in the rich environment. Children are developing a wide range of skills as they become familiar with the pre-school routine and build relationships with staff and peers. Children make generally good progress towards the early learning goals in all six learning areas.

The quality of teaching is good. The staff team have good knowledge of the foundation stage and the six learning areas. They have developed effective and detailed long term planning to ensure the curriculum promotes learning in all six areas. Adults make relevant observations on children and informal assessments to identify the next steps in their individual development, although these are not sufficiently reflected in short term planning. Adults use a successful and wide range of teaching and questioning methods to extend children language and thinking. Teaching sessions are well organised to allow all children to participate at their own level.

Good leadership and management, clear communication systems and established responsibilities result in a balanced team that work well together. Adults are committed to providing good quality care and education. The provision continues to improve by implementing changes, though there is not yet a rigorous system to evaluate the effectiveness of the education programme.

Partnership with parents is very good; they are well informed about the setting and curriculum and are encouraged to participate in their children's learning. Warm relationships and good ongoing communication between staff and parents leads to a positive learning experience for children and ensures their individual needs are met. Parents speak very highly about the staff and the setting.

### What is being done well?

- Good leadership and management ensures the effective day to day running of the setting. There is a strong commitment to providing good quality care and education. Staff are encouraged to access training to keep their skills and knowledge current and ensure continuous improvement to the education programme. Adults are well deployed and work well as a team to share tasks and support children in their play.
- Staff have created a rich and stimulating learning environment, making good use of attractive and dedicated play areas, dual language labelling and displays of childrens work. The quality of teaching is good. Appropriate long term planning and a good understanding of how children make progress,

enables staff to support children in their learning during free play and structured activities.

- Children participate in a broad and balanced range of activities which promotes learning in the six key areas and enables children to make good, steady progress toward the early learning goals. Children make particularly good progress in their personal, social and emotional development as they develop good relationships and a sound understanding of themselves and others.
- Good relationships and communication are evident at all levels. Adults offer ample attention and support to children, act as positive role models and treat children with respect which fosters high levels of confidence and very good self esteem. Staff interact well with children, are interested in what they do and ask thought provoking questions to extend their language and thinking in most areas of the curriculum.
- The group works very well in partnership with parents, relationships are warm and good information is exchanged between staff and parents to ensure adults are well informed about children's progress. Parents speak very highly about the setting and the friendliness of staff.

#### **What needs to be improved?**

- opportunities to make links between sounds and letters
- provision for independent writing in all areas of play and for a variety of purposes
- chances for children to explore technology through everyday objects, ask questions, investigate and find out how things work
- use of observations on children to inform short term planning, demonstrate clear learning intentions and include sufficient detail to make the best use of activities.

#### **What has improved since the last inspection?**

n/a

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident and have good self esteem. They proudly show their creations and admire those of their peers. They model the respect shown to them by staff as they develop relationships and converse with their peers. They are able to share and take turns independently, share ideas and plan their play together. Children are developing a good understanding of their own culture and beliefs and are beginning to learn about and respect other faiths.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children communicate confidently using gesture and language [English and Hebrew]. Adults skilfully extend children's vocabulary and language skills through arising situations. Children write independently at structured activities but have too few chances to explore writing in role play areas or link sounds and letters. Children enjoy regular impromptu stories with adults and can access a good range of reading materials. The book area is well presented and attracts children to read independently.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Good use is made of everyday situations and structured activities to explore and reinforce mathematical concepts. Children are familiar with number and some children can accurately count to ten and beyond, although they have few chances to explore simple addition and subtraction through practical activities. Children use mathematical language to accurately describe colour, shape and size. They can match and sort, are beginning to estimate and explore pattern in various forms.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are curious and enjoy sensory exploration. They have opportunities to look at, touch and smell various materials including play dough, cellophane, chocolate and ice. They explore construction techniques regularly, but spend little time investigating everyday technology and how things work. They learn about the living and natural world through topic work and daily activities; developing an understanding of their environment, seasonal events and the progression of time.

<b>PHYSICAL DEVELOPMENT</b>	
Judgement:	Generally Good
There is little access to the outdoor environment for vigorous physical play. Good use of indoor space each day allows children planned and spontaneous opportunities to develop a wide range of large motor skills, dexterity and fine manipulation skills. This provision interests children but provides little challenge for the more able or confident child. Most children are well co-ordinated, enjoy moving to music, successfully negotiate obstacles, move and stop under control.	

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Generally Good
Planned art and craft activities enable children to learn about colour, shape, texture and space. These activities offer some scope for children to explore their own ideas but there is limited provision for spontaneous and independent creativity. Imaginative play is strongly encouraged. Adults support this area of play well, successfully enabling children to explore their imagination and extend their storylines. Children enjoy singing and regularly explore music and play instruments.	

<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>
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## OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

## WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- provide more opportunities for children to make links between sounds and letters, and explore writing for a variety of purposes through play
- provide ample chances for children to explore technology through everyday objects, ask questions, investigate and find out how things work
- develop short term planning to make better use of observations of children, demonstrate clear learning intentions and include sufficient detail to make the best use of activities.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*