



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 129035

DfES Number: 583095

INSPECTION DETAILS

Inspection Date 01/12/2003
Inspector Name Josephine Geoghegan

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Little Gems Day Nursery
Setting Address Clare Road
 London
 SE14 6PX

REGISTERED PROVIDER DETAILS

Name Mrs Filiz Ayer

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 Day Nursery opened in 1996 and is privately owned. It is located in New Cross within a residential area within the Borough of Lewisham. It operates from two buildings. The first is a single storey community hall for children aged between three months to two years, which includes a playroom, sleep area, changing area, children's toilets and a small milk kitchen. The second part of the nursery is in the ground floor of Aldham House, which is opposite the hall. In this part of the nursery children are cared for in two groups; one for children aged between two and three years and the other for children aged between three and five years. Each age group has access to two playrooms, book room and toilets. There is also a music room available for small group activities. Children in both buildings have access to an enclosed outdoor play area.

The nursery is open Monday to Friday, from 08.00 to 18.00.

Staff are suitably qualified and experienced. Currently there are 60 children on roll. There are at present 14 funded three-year-olds and 4 funded four-year-olds attending the nursery.

The nursery receives support from Lewisham Early Years Development and Child Care Partnership (EYDCP) and Lewisham Early Years Advice Support Network (LEARN).

How good is the Day Care?

Little Gems Day Nursery offers good quality childcare. The nursery staff are suitably qualified and experienced. Staff are effectively deployed throughout the day to ensure appropriate ratios are maintained. A registration system is in place, however, improvements are needed to ensure the children's times of arrival and departure are clearly recorded. The nursery is well organised with space used effectively to provide set areas for the three group rooms. The nursery is well equipped with a good range of toys available that promote learning in all areas.

Staff implement a range of policies and procedures to promote good health and safety within the nursery and while on outings. However, some safety improvements are needed to ensure the hallway and outside play area are not hazardous. There are good security systems in place regarding access to the premises, although staff must ensure a record is kept of all visitors. Staff promote good hygiene practices and children are developing good self care skills. Improvements are needed to the nappy changing facilities, specifically for children aged over 2 years.

Good daily routines allow children to engage in a variety of activities, including free play, outside/physical play, group time and structured activities. Staff in all group rooms work directly with the children, developing their interests and responding to their needs. Staff are involved in planning activities and each child has a key carer who closely records their progress. However, improvements are needed to ensure the method of recording children's progress is appropriate to their age and stage of development. Children who use English as an additional language or have special needs are supported well within the setting.

Partnership with parents is good. They are offered a variety of information about the setting, however the complaints procedure needs updating. Parents are encouraged to be involved in the life of the nursery and the process of assessments.

What has improved since the last inspection?

At the last inspection the setting was asked to improve safety and hygiene and ensure staffing levels are maintained.

The setting has made good progress since the last inspection by ensuring the blocked drains in the garden are cleared and the large tree route removed to improve safety and hygiene in the setting. Staffing levels have been improved by recruitment and by the manager and deputy being supernumery, enabling them to cover staff absence or give additional support wherever needed.

What is being done well?

- The nursery is well organised with space used effectively. Children have access to a good range of resources and equipment in all group rooms.
- Staff show commitment to constant development of the quality of service and good communication.
- Staff are aware of children's individual needs. Staff support children who use English as an additional language within the daily routine, for example by using photos and pictures at song times and give additional support as needed.
- Inclusion of children with special educational needs is good. Staff work closely with outside agencies and parents to provide appropriate support to children.
- Behaviour management within the nursery is positive and consistent, as a result children are well behaved and respond cooperatively to the daily

routine.

What needs to be improved?

- Documentation: to ensure the registration system includes the children's times of arrival and departure; to ensure the complaints procedure includes the address and phone number of ofsted; to ensure a record is kept of all visitors; to obtain the new department of health child protection booklet; to ensure the method of recording children's progress is appropriate to their age and development.
- Safety to ensure the staff toilet door in the hallway does not pose an obstruction/hazard and to ensure a risk assessment is completed regarding the use of wheeled toys in the outside play area near to the steps.
- Hygiene to ensure the nappy changing area for children aged over 2 years is improved.

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
2	update the registration procedure to ensure children's times of arrival and departure are clearly recorded;
3	ensure the method of recording children's progress is appropriate to their age and stage of development;
6	ensure the hallway is safe, specifically that the staff toilet door does not cause an obstruction/hazard, that the record of visitors is maintained and that the use of the outside play area is regularly risk assessed;
7	Improve nappy changing facilities, specifically for children aged over 2 years.
12	Update the complaints procedure to include the address and phone

	number of ofsted.
13	Obtain the DOH summary booklet: What to do if you're worried a child is being abused.

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

How effective is the nursery education?

Little Gems Day Nursery provides good quality nursery education where children enjoy learning. The teaching helps children make generally good progress towards the early learning goals.

Teaching is generally good. Staff demonstrate clear knowledge of how children learn and the early learning goals. They use their knowledge to plan and provide a varied curriculum that includes a generally good range of challenging and interesting practical activities and experiences. A range of activities are used to help children develop their communication, language and literacy. However, staff do not make sufficient use of planned activities to help children learn the sounds that letters of the alphabet make. Children are developing their mathematical skills. However, insufficient use is made of practical and everyday routines to help children develop their understanding of addition and subtraction. The integration and inclusion of children with special needs is generally good and is built around working with parents and outside agencies. There are no funded children currently attending with English as an additional language. However, there is a system in place to provide support.

Staff show skilful management of children's behaviour. They have high expectations of behaviour and use a wide variety of strategies to encourage good behaviour.

The assessment of children's learning is generally good and staff use their observations to complete each child's records. However, there is insufficient evaluation of how to develop individual children's learning following planned activities.

Leadership and management are generally good. There is a firm commitment to staff development and improving the nursery education. The partnership with parents and carers is very good. They are provided with a wide range of information about the nursery and activities provided for children.

What is being done well?

- Children's personal, social and emotional development is very good. They are confident, independent, interested to learn and show good self care skills.
- Knowledge and understanding of the World, Physical development and creative development are also very good, ensuring that children have opportunities to make good progress in all areas.
- The partnership with parents is strong and the staff actively take steps to involve parents in the life of the nursery and care for children according to parents' wishes.
- The leadership and management are effective and help maintain good

teamwork and energy to develop the quality of the service.

What needs to be improved?

- the use of planned activities to help children learn the sounds that letters of the alphabet make
- the use of practical and everyday routines to help children develop their understanding of addition and subtraction
- the evaluation of what to do next, to further develop children's learning, following a planned activity.

What has improved since the last inspection?

The nursery has made very good improvements since the last inspection to continue to develop methods of ensuring that parents are well informed about their children's attainment and progress. To do this a written partnership with parents policy has been developed. The policy outlines various ways in which partnership with parents will be maintained. This includes providing parents with access to their own child's records and at least three reviews a year regarding their child's progress.

To further develop children's understanding of how things work additional computers, clocks, magnifying glasses, magnets, old radios and so on have been obtained.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children make very good progress in personal, social and emotional development. They confidently express their needs and ideas and relate well to each other and adults. They are independent and confident to try new activities which promote their learning.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are making generally good progress in communication language and literacy. They communicate well and are confident speakers. However, not enough use is made of planned activities to help children learn the sounds that letters of the alphabet make. The children learn that print carries meaning, recognise simple words and know how to handle books. Children show confidence in writing and a number of four-year-olds can write their names.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children's progress in mathematical development is generally good. They learn about size, to count, recognise numbers and shapes. They also learn about quantity and to measure. However, staff need to make more use of practical and everyday routines to help children develop their understanding of addition and subtraction.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children's progress in knowledge and understanding of the world is very good. They have a variety of opportunities to learn about their own cultures and beliefs and those of other people. Children learn about nature and their environment. The children use technical equipment confidently. They design things using various materials.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children's progress in physical development is very good. They move confidently and demonstrate skilled balance, spatial awareness and coordination. This is supported through access to an assortment of activities and equipment. They show confidence, increasing control and skilful use of hand tools, construction equipment and malleable materials.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children's progress in creative development is very good. They show free imaginative and creative expression through a diverse range of activities such as: art and craft, music, dance, singing, role-play and stories.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

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

- Develop the use of planned activities to help children learn the sounds that letters of the alphabet make.
- Make more use of practical and everyday routines to help children develop their understanding of addition and subtraction.
- Improve the evaluation of what to do next, to further develop children's learning, following a planned activity.

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.