

Little Gems Nursery

Inspection report for early years provision

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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*.

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Description of the setting

Little Gems Nursery was registered in 2011. The nursery operates from a converted building which has been adapted to meet young children's needs. The nursery has access to three main play areas with direct access to a secure outside play space. The nursery is situated in the Stamford Hill area of the London Borough of Hackney. It is open during term time only, on each weekday from 9 am to 12 noon, however, the nursery is intending to offer full day care in the near future.

The nursery is registered on the Early Years Register to care for a maximum of 41 children, of these no more than six may be under two years at any one time. The nursery provides funded early education for three-and four-year-olds. The nursery currently supports a number of children with English as an additional language and also some children with special educational needs and/or disabilities. There are five members of permanent staff working with the children. The manager holds a level 3 and level 4 qualification and is currently embarking on an early years degree. All other staff hold relevant early years qualifications. The nursery follows an Islamic ethos.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Little Gems Nursery provides a bright and generally inclusive environment for children where they are supported to make steady progress overall in their learning and development. The nursery has developed many positive policies and procedures to support most aspects of children's welfare. However, current vetting systems to safeguard children are not adequate as up-to-date enhanced Criminal Records Bureau checks for all staff have not been obtained.

There are effective partnerships in place with parents and outside professionals to support children's continuous care within the provision. This is supported through successful communication systems. This is a new nursery provision thus self-evaluation systems and practices are still evolving. The manager and her staff team demonstrate a positive approach towards initiating improved outcomes for children. This is evident within their commitment to attend training events to improve their overall professional development and drive improved outcomes for the children in their care.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- implement effective systems to obtain an enhanced

01/08/2011

Criminal Records Bureau (CRB) Disclosure for every person aged 16 years or over working at the setting (Suitable people).

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

- improve the organisation of adult-led group sessions so that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs
- develop further self-evaluation systems to continually assess all aspects of the provision and therefore, improve outcomes for children
- further develop observation and assessment procedures to demonstrate how children's 'next steps' are used to inform future planning.

The effectiveness of leadership and management of the early years provision

The nursery has in place a sound range of records, policies and procedures to support most aspects of the Early Years Foundation Stage. The manager is aware that all staff must have enhanced Criminal Records Bureau Disclosures (CRB), to demonstrate that they are suitable to work with children. She has followed through appropriate recruitment procedures to ensure that staff are qualified and have experience to work within their roles. However, the manager has not implemented her own suitability checks for staff, having accepted their current CRB that was completed by their previous employer. Therefore, current vetting systems are not fully secure.

The staff team demonstrate a sound knowledge and understanding of safeguarding issues. They monitor all aspects of children's welfare through ongoing communication with parents and maintaining appropriate records where concerns arise. The staff team maintain a safe and secure nursery environment for children. This is supported through ongoing risk assessment where any hazards are quickly identified and minimised. The nursery has secure procedures in place to conduct outings safely with children. Parents are encouraged to join these events and appropriate parental consents are obtained.

The nursery offers a bright and inviting provision for children where they have many positive opportunities to independently access a range of age appropriate resources. On the whole, staff are well deployed in the provision as they spend all of their time working directly with the children. However, the grouping of children during phonic and story-time sessions does not always effectively meet individual needs. For example, children with English as an additional language and other younger children become restless and find it hard to concentrate during these times. Thus although the ethos of the nursery is to provide equal opportunities and an inclusive provision for all, this is not always working to meet the individual needs of children. Nevertheless, staff are warm and caring with children and demonstrate a positive approach towards their roles and responsibilities.

The nursery follows an Islamic ethos, and encourages inclusive practice. Staff work closely with parents to value children's home languages in the nursery and successful partnerships are in place to support children with special educational needs. Discussions with parents and recent parental questionnaires all demonstrate that parents are extremely happy with the nursery provision. Parent's comments include: 'my child is very happy he has settled really well and I can see already that he is developing many new skills' and 'staff communicate with me very well and they share how my child has been and what experiences they have enjoyed during the session.' Parents demonstrate that they are enthusiastic to attend a planned parents evening where they will have opportunities to observe their children's ongoing assessments and discuss with their child's key person their individual progression.

This is the nursery's first inspection, thus self-evaluation and reflective systems are yet to be fully embedded within the provision. However, the manager and her staff team are keen to improve the services that they offer to both parents and children, and they have worked hard to establish effective partnerships, and to develop many positive practices within the nursery.

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

Children are generally happy and settled within the nursery. They confidently initiate their own play as they enjoy the freedom to move between the indoor and outdoor learning environments. The staff team plan an appropriate range of activities and experiences which give due regard to all areas of children's development and learning. There are positive systems in place to value children's home languages and to support them in developing competency in English, although some sessions are too advanced and therefore do not fully engage them. Children with special educational needs are supported through competent partnerships with outside professionals and parents. Staff are beginning to record valuable observations of children's achievements and they are setting 'next steps' for their future progression. However, it is not clear how this information is used to inform future planning, and consequently, systems to monitor progression are currently not effective.

Children are generally developing sound communication, language and literacy skills. They are supported to recognise familiar letters as they find their names on arrival to self-register into the nursery. Phonic sessions support older children to link letters to sounds which is reinforced when they label their own work. Children are becoming increasingly independent as they access their environment freely and make their own choices from a wide range of age appropriate resources and experiences. They confidently help give out plates and cups during snack time. Children are supported to develop problem solving skills and mathematical concepts through their play. For example, they have access to puzzles and games which challenge their knowledge of shapes and size. They have many opportunities to access information, communication and technology resources, and show a keen interest in the computer which they effectively utilise. Children are

keen to participate in creative pursuits; they play imaginatively with play fish in the water tray and build sandcastles with adult support. Children's art work is displayed within the nursery which supports their sense of belonging and sense of achievement.

Children's welfare and general well-being is promoted through many positive practices within their daily routines. They are developing an understanding of managing risk and how to stay safe. They demonstrate that they feel secure as they confidently interact with staff and approach them for support and attention. Children are developing a good attitude towards living a healthy lifestyle; they eat well as they are offered healthy and nutritious snacks and discuss why this is important to their overall good health. They learn through effective personal hygiene practices and through ongoing topics about the importance of keeping themselves clean, fit and well.

Children are developing polite and respectful behaviour; older children demonstrate that they are able to share and take turns which is further supported through positive adult role models. Children are learning through planned activities and through the positive resources available to them about the different beliefs and values of both themselves and others within the wider community. Overall, children are developing many positive learning and development skills which help to set many secure foundations for their future learning.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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