

# Little Gems Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY233954
<b>Inspection date</b>	23/11/2011
<b>Inspector</b>	Julie Biddle

<b>Setting address</b>	Stanmore & Canons Park Synagogue, London Road, Stanmore, Middlesex, HA7 4NS
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<b>Email</b>	
<b>Type of setting</b>	Childcare - Non-Domestic

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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 Nursery registered in 2002. It operates from Stanmore and Canons Park Synagogue in Stanmore in the London Borough of Harrow. Children have access to two rooms and the toilets, which are located in the main entrance hall. There is an enclosed outdoor play area.

The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 42 children may attend at any one time. The setting opens five days a week during term time. Sessions are from 9.30am to 12.30pm Monday to Thursday and 9.15am to 12.15pm on Fridays. Older children can attend a lunch club on Mondays and Wednesdays. Children attend for a variety of sessions. There are currently 11 children on roll in the early years age group. The nursery supports children with special educational needs and/or disabilities and who speak English as an additional language.

There are five members of staff, including the manager, and the majority hold a relevant child care qualification. The group has a Jewish ethos that is reflected in the curriculum offered.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are welcomed, valued and respected in this homely child centred environment. Staff give good attention to children's emotional needs and building relationships. Children's care and learning is enhanced, through the varied range of fun and challenging activities provided. Overall, children are safe and well cared for. Generally, all paper work is in place but it is not always accessible. The managers and staff team have a clear vision for the future. They demonstrate a commitment to addressing any improvements to enhance the service for children.

## What steps need to be taken to improve provision further?

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

- ensure records are easily accessible and available for inspection (Documentation) 16/12/2011

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

- update the record of risk assessment to include any assessments of risk for outings and trips.

## **The effectiveness of leadership and management of the early years provision**

Children are safe and protected. Staff are familiar with the safeguarding policy and the correct procedure to follow, should they have any concerns. In addition, appropriate policies and procedures are in place to help keep children safe and secure within the setting. Recruitment procedures are robust and rigorous checks carried out to. Staff complete regular risk assessments of the building and garden. Good security systems ensure all visitors to the setting are monitored. Staff are very aware of how to keep children safe while on outings in the local area, however, records of risk assessments for outings are not sufficiently maintained. Staff are very well deployed, knowing their roles and responsibilities as the session progresses.

The managers are enthusiastic in their roles and share their vision for the setting with the staff. For example, they encourage staff to attend relevant training courses to enhance their skills and help them remain motivated and inspired. The staff have worked hard to meet the recommendations set at the last inspection, benefiting the children. The managers and the staff group have completed a self-evaluation that accurately reflects strengths and areas for improvement. The system of self-evaluation includes contributions from parents and children.

Children make good progress in their learning and development because staff have a clear understanding of the Early Years Foundation Stage. Staff complete individual progress records and learning journeys for each child, containing observations and photographs. Information gathered is used consistently to track children's progress in all areas of learning. Resources are kept on low level and open shelving, allowing children to self-select in this stimulating and exciting environment.

Partnership with parents is a strength of the setting. Parents are unanimous in their praise, in particular, the care and warmth shown by the staff. There are clear channels of communication, both verbally and in writing, Regular newsletters keep parents informed of events in the setting and they invited to take part in special events. The setting works closely with other professionals to support and benefit all the children.

Overall, children benefit from a fully inclusive environment. The setting actively promotes equality of opportunity by ensuring that all children and their families are valued and respected. Staff's planning for individual child helps narrow any achievement gaps and supports children's progress. There is a range of activities and resources that help promote children's understanding of diversity. The setting values the Jewish faith of all the children and families attending, with prayers and stories that help children understand special times in lives.

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

Children are happy and very settled. They demonstrate a strong sense of belonging and good levels of self-esteem. Children's emotional well-being is successfully nurtured by the caring staff group. The key worker system works effectively and children happily separate from their parents, settling quickly at their chosen activity. Furthermore, children are beginning to form positive relationships with the staff and their friends. The children are well behaved and know what is expected of them because boundaries are consistently and kindly applied by staff.

Children make good progress in their learning and development because staff plan activities to challenge and excite them. Children have a wonderful time as they dance to music, sing along to familiar songs and learn new ones. Children have good opportunities to share language, through interaction with staff and their friends as they play. The children and staff have wonderful conversations. Staff use skilful questioning techniques to encourage children to think for themselves. For example, they ask children to consider how high the tower is that they have built, 'is it taller than you?' Children and staff talk about worms they have made using dough. The children count their worms and decide to make more to share with their friends.

Children are able to access resources that support early writing skills. Good quality low level furniture allows children to self-select resources for play. Children make informed choices about creative materials and enjoy sticking shapes and making faces on paper plates. Mathematical concepts are discussed while children play with water tipping, pouring and filling. Children have good opportunities to access and use computers where they learn skills, such as controlling the mouse. Their imaginations are extended when playing in the home corner, cooking and making cups of tea for the staff.

Children are learning how to behave and keep themselves and others safe. They understand they are expected to sit at a designated table to eat their snack. Staff discuss a range of safety aspects, such as walking to the door as they go into the garden.

Children are developing an understanding of healthy lifestyles. For example, they are beginning to understand when it is important to wash their hands. Children enjoy healthy snacks of fruit and help themselves to water throughout the session. Children have daily opportunities for fresh air and exercise. They particularly enjoy getting ready for garden play, putting on their wellies and showing the staff and their friends the characters on them. Children have great fun in the garden where they chase bubbles, laughing as they float in the air before they can be popped. They are delighted when staff join in with their game chasing and popping bubbles.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

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