

Little Gems

Inspection report for early years provision

Unique reference number

EY339580

Inspection date

14/12/2011

Inspector

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Setting address

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Type of setting

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 opened in January 2007 and operates from within the Kashmir Youth Project Organisation at Unique Mill in the Belfield area of Rochdale. Although, autonomous, the nursery is responsible to the organisation and its committee. The nursery has sole use of the designated area with its own monitored entrance. Children have access to four playrooms and a communal play area, sleep room and secure soft impact outdoor play areas. The nursery is open from 8am to 6pm, Monday to Friday, closing all statutory holidays and over the Christmas and New Year period.

The nursery is registered on the Early Years Register. A maximum of 37 children may attend the nursery at any one time. There are currently 38 children aged from three months to under five years on roll, some in part-time places. The setting also makes provision for children older than the early years age group, which is registered on the compulsory and voluntary parts of the Childcare Register. The nursery currently supports a number of children with special educational needs and/or disabilities and children with English as an additional language.

There are 11 members of staff, all of whom hold appropriate early years qualifications to at least National Vocational Qualification Level 2. The setting provides funded early education to three and four-year-olds and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a safe, welcoming and child-friendly environment where they are encouraged to play an active role in their learning and development. Knowledgeable staff overall provide a broad range of interesting learning opportunities, both indoors and generally outdoors, in order to meet children's needs effectively. The nursery team are fully committed to continuous improvement in order to further enhance the play and learning opportunities for all children. This is supported by good partnerships, both with parents and carers and in the wider context. Effective use of self-evaluation is still being developed.

What steps need to be taken to improve provision further?

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

- develop further the use of reflective practice and self-evaluation to identify current strengths and priorities for development
- introduce opportunities to support children's independence during meal times
- maximise the use of the outdoor environment to provide learning opportunities in all weathers for all children.

The effectiveness of leadership and management of the early years provision

Detailed procedures are in place to help safeguard children. These include a good range of policies and procedures, risk assessments and close supervision of the children at all times. All staff have undergone recent training in safeguarding and children's welfare is effectively promoted. Good procedures are in place for the recording of accident, incidents and any existing injuries that children may arrive with. Staff work very well together, ensuring the day runs smoothly. They have a secure understanding of their role and responsibilities, meaning that children are well cared for and enjoy a safe play environment. They have a clear vision for the future, in order to develop their practice and improve the learning environment for children. The nursery has a completed self-evaluation. However, this is not regularly updated to ensure that it is fully effective and in line with up-to-date and recent changes in practice and action plans for the future. Staff are keen to increase their professional qualifications, as well as undertake short courses to develop their knowledge and understanding of current practices. Effective staff deployment provides very good support to children's welfare and development as they all have the opportunity to move around the open plan nursery with ease. However, opportunities for outdoor learning are not fully optimised.

Children's views are central to how the setting operates and staff carefully listen to all of them. They respect their views, ideas and interests and incorporate these into all aspects of the child's day. Staff help children develop a very good attitude towards people's differences by providing a wide range of resources that reflect diversity and by setting a good example of how to respect everyone. The setting has developed good partnerships with parents and carers and external agencies that support children with special educational needs and/or disabilities and those who speak English as an additional language. Parents are encouraged to take an active part in nursery life and their views are regularly sought. They are kept up-to-date with current events with newsletters and notices. They have comprehensive and informative displays, which effectively share information to all. The nursery works collaboratively with local schools and support services. This helps children reach their full potential and eases important transitions in their young lives.

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

Staff support children's learning very well within a print rich environment, using a wide range of accessible resources alongside skilful questioning. The key persons have very good knowledge of the Early Years Foundation Stage and their children's interests. Consequently, the children receive enjoyable experiences across all areas of learning. Detailed ongoing observations and assessments are undertaken and provide a clear insight into the children's progress and achievements. These are shared with parents and their views are highly valued. Children are very secure and display a strong sense of belonging because staff are extremely sensitive to all

their children's needs. They receive high levels of praise and encouragement for effort and achievement throughout the day. Children are very aware of how to behave and have good manners. For example, they willingly show aspects of caring, as they share resources and happily take turns to use the computer. They make decisions about where they want to play and move resources between areas freely. Children make friends and respect each other, taking into account their diverse needs and backgrounds. Staff ask open-ended questions and children learn to communicate effectively. Children enjoy stories in groups or alone and listen enthusiastically, joining in with discussions about the characters. They talk to each other within their play and happily engage in conversations with staff. They enjoy mark making and have access to an extensive variety of crayons, chalks and paint and particularly enjoy using the workshop and using scissors. Children's information and communication technology skills are well promoted as they freely experience a range of resources, such as a computer, interactive whiteboard and interactive toys.

The environment is rich in resources, which enhance children's knowledge and development of number and problem solving. They are able to freely access shape sorting, threading, jigsaw puzzles and counting games. Children also enjoy number songs and rhymes, which enable them to learn, experiment and practise their skills with growing confidence. Children use tools with skill and are aware of hazards as they build with small and large bricks.

Good health and well-being are significantly enhanced as children show a clear understanding of good personal hygiene. This is extremely effective in preventing cross-infection, as children follow effective hand washing routines before and after meals. The nursery provides children with a well-balanced nutritious diet of home cooked food. The menu is displayed for parents. Children learn good table manners through the social setting and to be sociable at snack and meal times and enjoy conversations with each other about the food they are eating. Staff are fully aware of children's individual dietary requirements and any specific needs are well catered for. Children are encouraged to be independent learners during their play, although, independence is less well supported during meal times.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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

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