

# Little Gems 111

United Reformed Church, Harestone Hill, Caterham, Surrey, CR3 6SX

## Inspection date

25/01/2013

Previous inspection date

10/03/2011

## The quality and standards of the early years provision

**This inspection:**

4

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 4

The contribution of the early years provision to the well-being of children 4

The effectiveness of the leadership and management of the early years provision 4

## The quality and standards of the early years provision

### This provision is inadequate

- Staff do not adequately support children who speak English as an additional language, so these children do not make suitable progress in communication and language.
- The provider does not ensure that staff have the necessary skills, knowledge and understanding to implement the learning and development requirements adequately and support all children according to their individual needs.
- Staff do not fully support all children's personal, social and emotional needs, including their privacy, or language and communication skills. Some children's progress in these areas is poor.
- Arrangements for evaluating the pre-school do not identify its many weaknesses, so continuous improvement is not assured.
- Some required documentation is not easily accessible or readily available for inspection, as required and some records are not securely stored.

### It has the following strengths

- The pre-school has a welcoming atmosphere as the staff team is friendly.
- The pre-school staff work positively in partnership with parents.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector undertook observations of the children engaged in activities.
- The inspector had a guided tour of the pre-school and undertook a joint observation with the manager.
- The inspector sampled relevant documentation, including children's records, policies and procedures.
- The inspector had discussions with some parents and staff.
- The inspector held meetings and discussions with manager and the registered provider.

## Inspector

Linda du Preez

## **Full Report**

### **Information about the setting**

Little Gems III is a privately owned pre-school situated in Caterham, Surrey. It was registered in 2000 and operates from a church hall. Children have the use of a large hall, and a smaller side room and an outside play area. The pre-school is open Monday, Wednesday, Thursday and Friday, from 9.15am to 12.15pm during term-time only. A lunch club operates each day until 1pm. The pre-school currently has 39 children in the early age range on roll. The pre-school currently has children with special educational needs and/or disabilities and children who are learning English as an additional language on roll. There are six staff who work at the pre-school. Of these, five have relevant childcare qualifications. The pre-school gets funding for the provision of free early education for children aged two, three and four years.

### **What the setting needs to do to improve further**

**To meet the requirements of the Early Years Foundation Stage the provider must:**

- provide opportunities for children whose home language is not English, to use their home language in play and learning by a) finding out and using greetings and key words from children's home language; b) displaying lists of words from children's home language and c) giving children opportunities to speak and to listen, ensuring that their needs are met, so that they can participate fully.
- put arrangements in place to foster a culture of mutual support, teamwork and continuous improvement in order to a) develop all staffs' understanding of effective learning; b) support all staff to meet the individual needs, interests, and stages of development of each child and c) ensure that all staff plan challenging and enjoyable experiences in all of the areas of learning.
- develop the educational programme for personal, social and emotional development by a) planning activities to help children to get to know everyone in the group, not just their special friends and b) planning to convey to each child that their efforts are appreciated, with particular regard to less confident children.
- ensure that all staff understand the need to protect the privacy of the children in their care with particular regard to nappy changing and personal care.
- develop language and communication by a) ensuring all staff have secure knowledge of expected progress levels for children's language and communication skills; b) seeking interventions for any who are not achieving as expected; c) helping children expand on what they say, by modeling the use of more complex sentences and d) questioning children well to encourage their thinking and ideas.
- put appropriate arrangements in place for storing records so that they are easily accessible and ensure that records about children are held securely and only accessible and available to those who have a right or professional need to see them.

**To further improve the quality of the early years provision the provider should:**

- improve the organisation of snack time by reducing the length of time younger children have to wait before eating, providing suitable plates for children to eat from and allowing children to pour their own drinks.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

Staff have initial discussions with parents about children's interests and developmental starting points. However, staff do not have a clear understanding of children's learning and development. They do not accurately assess children's progress or set clear goals across all areas of development for each child. This weakness means children are not provided with suitably challenging learning experiences to support them in achieving the skills necessary for starting school.

The pre-school provides a range of suitable resources to interest children. Staff plan for children to make their own choices of where to play for most of the sessions. They arrange low-level drawers for some of the resources so that children can help themselves and make their own choices. Staff are generally well-deployed to respond to children. For example, when a child wants to use dressing up clothes a member of staff gets the resources out of cupboard for them.

Staff provide poor support to children who are learning English as an additional language. They neither place value on children's first languages by finding out key words nor do they use any such words or resources that do. This lack of support limits children's progress and development in English. Furthermore, staff have failed to recognise delayed progress in some children's language and communication skills. This lack of understanding means that they have not sought appropriate support to help them in catching up in their spoken language.

Activities and daily routines do not to meet the needs of all children. When staff read stories to a group of children, some children join in and answer questions, but quieter children are ignored and when they do talk, staff do not notice their efforts. This lack of attention results in quieter children becoming disinterested and withdrawn. Such an approach does not support children's participation and enthusiasm, so they gain suitable attitudes and dispositions towards learning for their eventual move to school.

Staff do not challenge older and more able children sufficiently to help them develop new skills. They do not allow children to pour their own drinks at snack time or become involved in the preparations of snack. This lack of expectation limits children's independence and self-care skills, which again means they are not satisfactorily prepared for their future lives. Furthermore, staff seldom make the most of everyday activities through using appropriate questioning techniques to encourage children to think or explore a range of ideas.

### The contribution of the early years provision to the well-being of children

Staff greet children and parents warmly when they arrive at the pre-school and this creates a friendly atmosphere. The key person system enables all children to form attachments to staff, which means that most children seek support from staff when needed. Each child has a member of staff who is responsible for helping them to settle in and tracking their progress throughout their time at the pre-school. Although staff know their key children, they do not always use their knowledge of children's personal needs to support them as needed. For example, they know some children do not like to have their nappy changed, however, staff change their nappies in the main hall where other children watch. As a result, children become even more distressed and upset. This lack of consideration shows that children's personal and emotional needs are not adequately supported at all times.

Most children who have special educational needs and/or disabilities receive appropriate levels of support as staff work closely with the area special educational needs coordinator and speech therapist to support continuity in meeting these children's needs. However, as staff do not accurately assess children's communication and language skills to seek timely support they do not offer appropriate levels of support for all children when needed.

Staff gather information about children's dietary requirements to help ensure they provide children with suitable food. Children enjoy taking part in physical exercise in the outdoor area and within the side room when the outdoor area is not suitable for use. They skilfully pedal and navigate around the space whilst discovering the value of healthy exercise. Children enjoy a variety of activities, such as painting, cutting and sticking, to support their hand skills.

Staff carry out risk assessments and daily visual checks to maintain a clean and safe environment. Most children feel safe and secure as they generally have sound relationships with practitioners. Staff support children's understanding of safety during their daily routines. Children know the rules of pre-school and behave well. For example, they take turns riding the bikes and play cooperatively when in the role-play area.

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

The leadership and management of the pre-school are weak. The provider and manager do not ensure there are suitable systems in place to evaluate the provision effectively. As a result they do not sufficiently drive and secure improvement. They have a poor understanding of the revised Early Years Foundation Stage, which means they do not communicate the correct information to the staff team. Consequently, staff have a poor understanding of their roles in the learning and development requirements, which has resulted in some educational programmes being unsatisfactory. This weakness means that children's individual needs are not always met and staff do not effectively identify gaps in children's learning. Nevertheless, the pre-school staff have successfully implemented required developmental checks for children between the age of two and three years.

The provider and manager have a suitable understanding of their roles and responsibilities in protecting children and make sure staff implement stipulated procedures to keep children safe. Staff have completed training in child protection and have regular meetings and discussions to keep their knowledge of safeguarding children up to date. There are suitable procedures to assess potential risks or hazards that may arise in all areas that children use on a regular basis, so they play in safety.

Staff talk to parents during drop off and pick up times. They arrange meetings with parents to share children's records and information on children's progress. Parents express their appreciation for staff's caring and kind approach towards their children. The pre-school team work in partnership with other early years settings; for example, they complete transfer documents to share information when children move on to school.

Some important documentation is not readily available for inspection as required, for example, evidence that staff are appropriately qualified and that required checks have been carried out to show that staff are suitable to work with children. These documents are stored offsite, without the necessary permission from Ofsted, as the provider does not view the cupboards as safe and secure enough to maintain confidentiality. However, a document detailing children's information is stored on site without regard for confidentiality. Therefore, the management of documentation is inadequate and does not meet legal requirements.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.



## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	122423
<b>Local authority</b>	Surrey
<b>Inspection number</b>	813638
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	32
<b>Number of children on roll</b>	39
<b>Name of provider</b>	Hilary Gilbert
<b>Date of previous inspection</b>	10/03/2011
<b>Telephone number</b>	01883 380723

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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