

Little Gems Nursery & Pre-School

Nene Park, Diamond Way, IRTHLINGBOROUGH, Northamptonshire, NN9 5QF

Inspection date	16/04/2013
Previous inspection date	09/12/2008

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Children thoroughly enjoy the rich and imaginative range of activities that are planned for them by the dedicated and enthusiastic staff team.
- Children make excellent progress across all the areas of learning because the staff are skilled in linking activities together. They look at different vegetables and use them to create figures and animals. They cut them up and secure the pieces together. This activity is extended with the children planting seeds to grow vegetables in the garden.
- Babies and toddlers become very excited in anticipation of a singing session. They join in with the actions, clap their hands and sway back and forth in time to the songs and rhymes.
- Pre-school children are learning how to keep themselves safe extremely well. They are encouraged to participate in the risk assessments by helping to complete check lists before using the outside play area.
- The partnerships with parents are strong and very effective in ensuring that each child's needs are met. Parents are encouraged to take an active role in decision making through the parent partnership group.
- Children are very well prepared for their transitions when moving into the pre-school room in the nursery and when preparing for going to school. The staff are very aware of and sensitive to each child's needs. They work closely with parents and school teachers to help children be properly prepared for this change.
- The management team are highly effective and committed to providing children and their families with high quality experiences that promote their welfare and learning.

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.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the two playrooms and in both the outside play areas.
- The inspector held meetings with the manager of the provision, with the deputy manager and with two members of staff.
- The inspector looked at children's assessment records and planning documentation.
- The inspector carried out a joint observation with the manager of the provision.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and action plans.
- The inspector took account of the views of parents who were spoken to on the day of inspection.

Inspector

Melanie Eastwell

Full Report

Information about the setting

Little Gems Nursery and Pre-School was registered in 2000. It is on the Early Years Register and the compulsory part of the Childcare Register. It is situated in purpose built premises on the site of Kettering Town Football Club in Irthlingborough, Northamptonshire, and is managed by Bright Horizons Family Solutions Group. The nursery serves the local area and is accessible to all children. There are fully enclosed areas available for outdoor play.

The nursery employs 14 members of childcare staff plus bank staff. All hold appropriate early years qualifications at level 2, 3 and 4, including two staff who have Early Years Professional Status.

The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 88 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who have special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- expand the use of the existing rich and stimulating outdoor provision, for example, by providing large portable equipment, such as, crates, tyres, planks and tarpaulins to enable children to further enhance their rapidly developing moving and handling skills by creating their own structures.

Inspection judgements

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

Children benefit from the staff team who, throughout the nursery, have a strong understanding of how to implement the Early Years Foundation Stage for individual children. They follow highly effective planning that differentiates between each child and is led by their interests. The staff are skilled in ensuring that the prime and specific areas are covered. They produce observations of the children during their play that are shared with parents and that are used to inform the future activities. Observations of the children aged two are used to contribute to the progress check at age two. The staff use the 'Development Matters in the Early Years Foundation Stage' guidance to assist them in identifying entirely appropriate next steps for each child in their care. Parents are fully

involved in their child's learning. They are asked to provide information from home about their child's interests and progress when they start attending. Their continued input is valued because the staff encourage them to complete observations at home and these are included in their child's learning story document.

Children are making rapid progress in their personal, social and emotional development. For example, toddlers are supported to be independent; they take their own tissues from the box and are shown where to put them in the bin. They are confident to move between their chosen activities within the room and they enjoy the free-flow opportunities into the garden area. Older children are well-prepared to be ready for school. They are very independent in the nursery room; accessing the toilet and hand washing areas and choosing when they have their snack or a drink during the session. At lunch time they are supported to serve out their own food. They work very well together, particularly during construction play. For example, they discuss the most effective way to put the train track together and during outside play, they use some large bricks to create a wall and move the tent and tunnel within this wall. The children thoroughly enjoy their daily opportunities for outside activities where they can use a wide range of resources for their play and explorations. For example, they watch water flowing down the variety of pipes and guttering and they can make music on the pots, pans and lids that are suspended from the fence. There is scope to further extend the already very effective use of the outside area. Particularly in relation to the pre-school children's moving and handling skills by building on the range of excellent resources. For example, by providing resources for children to build their own structures using a variety of items, such as, milk crates, planks and tarpaulins.

Children enjoy learning about the world. Toddlers play in the garden and the staff talk to them about the wind blowing in their faces and their hair. When the sun shines on the compact discs that hang on the fence, throwing rainbow colours onto the ground, the children laugh and try to jump onto them. The staff supervising tell them about the sunshine landing on the shiny surface and causing the light effect. The pre-school children thoroughly enjoy their time in the garden. They notice bugs and worms in the soil of the planters and are encouraged by the staff to gently collect them in a tray. They collect magnifying glasses and a book to see if they can identify the creatures they have found. Some children are concerned about the bugs feeling frightened and collect some leaves for them to hide under. The staff's involvement in the detailed discussions promotes children's learning because they value the questions they ask and they enable the children to explore their interest and extend their learning through providing the books and magnifiers.

Children's communication, language and vocabulary are extended very well because the staff spend time with them during their play and activities. They know when to ask questions and when to make suggestions, all the time supporting the children to lead the conversation. For example, toddlers take part in a sticking activity. They listen to the staff when they use descriptive words. For example, to describe what happens to the glue when the child holds up the glue stick and watches as it drizzles down onto the paper. Older children are very interested in books. They enjoy accessing the book area and the staff are always willing to read to them. A current favourite book prompts lots of discussion and language from the children that is displayed in the book area. For example,

children comment on the planets, space and the moon. When listening to the story, they become completely engaged, they look at the pictures with interest and show wonder and fascination about the story and its interesting characters and content.

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

Children's transitions are managed exceptionally well in this nursery. Children are well-prepared through regular visits into the pre-school room. The staff prepare photograph books for the children to look through at home and parents receive information about the transition through letters and discussion with their child's current and new key person. The children demonstrate clear attachments with their key person and the other staff. They approach them for comfort and reassurance. For example, babies put their arms up to familiar staff and they are comforted through cuddles and soothing words. Older babies and toddlers climb into the staff member's lap and indicate that they would like to look at books. The older children are very confident to move around freely and to choose their own activities. They gravitate towards the activities where the staff are sitting and they benefit from their skilful interactions in their play. Children behave very well. They are provided with an excellent range of activities that they are interested in and they receive high quality interaction from the staff, which promotes good behaviour. Children are secure in knowing what is expected of them and the boundaries for behaviour. The nursery works closely with a number of local schools and they plan activities and visits to help prepare children for their move onto school. Their focus on independence and choice making actively supports children to be ready to move on.

Children who have special educational needs and/or disabilities are fully included in the setting and activities are adapted as required to ensure they can take part. The key person for each child gets to know them extremely well and, alongside their buddy key worker, they are very effective in meeting each child's specific needs. The nursery welcomes the involvement of other agencies to support children who have special educational needs and/or disabilities and they work closely with parents to provide individual support. Effective management for each child to settle in to the nursery ensures that parents trust the key person and that children feel secure and have a sense of belonging. Children are safe because the staff check them regularly when they are sleeping and close supervision is maintained at all times throughout the nursery. Very good practices within the nursery ensure that children are protected from cross infection. For example, each child has their own basket containing bedding for their sleep mat or cot. The staff are very vigilant in following the company procedures for wearing gloves and aprons when changing nappies and when supervising mealtimes.

The children have daily opportunities to play outside in the fresh air and they go for regular walks and outings. They have an abundance of activities available to them that promote their physical skills. For example, babies have space to crawl or roll around safely, there is furniture for them to pull themselves up to stand. Older toddlers have access to appropriate climbing equipment. Children in the pre-school room move around freely, they use bikes and ride on toys in the garden. They play football and explore the tent and tunnel.

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

The management team have worked extremely hard since the last inspection to continue to develop the nursery and extend their partnership working with parents and with other agencies and carers involved with the children. The parent partnership group has been particularly effective in ensuring that parents feel that their opinions and input are listened to and valued. Parents are actively encouraged to extend their children's learning at home. They have access to initiatives, such as 'play and learning at home' cards, which give parents ideas and suggestions for a variety of aspects of play and exploration. Parents and their children can take part in the 'book swap' where children can swap a book from home with one from the nursery. The nursery has recently achieved a 'Healthy Early Years' award and this focuses on the children's physical, personal, social and emotional development and supports them extremely well to be ready for moving on to school.

Self-evaluation is very well-established in this nursery. The manager works closely with her support from the company head office and with the staff team. Together, they constantly review and evaluate their practice to ensure they respond to the children's and their family's needs. They demonstrate a clear commitment and strong drive towards continuous improvement and have addressed the recommendation from the previous inspection. They demonstrate a clear desire to work in the best interests of the children attending and they are creative and imaginative in their planning of activities for all the children in their care.

The manager, deputy and staff team in the nursery demonstrate a strong understanding of their responsibilities to meet the learning and development requirements. They are highly effective, alongside support from the company, in monitoring the quality of the planning of activities for the children. Daily discussion and feedback involving the staff team ensure that they are supported to provide high quality teaching and interaction to each of the children in their care. The company has implemented assessment systems; learning stories that clearly demonstrate how each child is making progress and these are shared with parents. Documents to record the progress check at age two, which link to the children's learning story, clearly show where these children are in their development and identify entirely appropriate next steps for their learning.

Safeguarding is given high priority. The management and staff team are fully aware of the requirement to meet the safeguarding and welfare requirements. All staff have completed training in safeguarding and it is discussed regularly at the team meetings to ensure that everyone remains vigilant. The policy relates clearly to the Local Safeguarding Children Board procedures and robust systems ensure that any concerns are managed promptly and confidentially. Staff understand the importance of reporting significant events to Ofsted and they implement reviews of policies and action plans where necessary to address issues that arise. Children are very safe because the staff maintain close supervision at all times. Robust systems are in place for the recruitment and retention of suitable staff. They are required to complete the company's core training and they have regular supervision and monitoring of their professional development. The manager is highly secure in her knowledge of the procedures to support the staff team, which ensures

that any issues are addressed and resolved in a positive way. This has a clear impact on the setting's practice and contributes to ensuring children are very safe in the nursery.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

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

Unique reference number	220277
Local authority	Northamptonshire
Inspection number	907824
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	52
Number of children on roll	88
Name of provider	Bright Horizons Family Solutions Limited
Date of previous inspection	09/12/2008
Telephone number	01933 653144

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

