

Tiny Gems Nursery

2 Ambassador Road, LEICESTER, Leicestershire, LE5 4DL

Inspection date	27/08/2013
Previous inspection date	11/08/2011

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		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children are kept safe because staff are knowledgeable about safeguarding. The policies and procedures are up-to-date and in line with those of the relevant Local Safeguarding Children Board.
- The outdoor area and playrooms create enabling environments to promote independence and to engage children in purposeful play. Children benefit from a wide range of play materials and activities to promote their good health and to support their learning and development.
- The key person system supports engagement with all parents. This enable parents to contribute to initial assessments of children's starting points on entry and they are kept well informed about their children's progress.
- Partnerships with parents are good. Their views are actively sought and represented through a parents' forum group, which meets regularly with the managers to discuss issues, review policies and share ideas for continued improvements.
- There is a strong commitment to improve the nursery provision through setting ambitious targets and action plans.

It is not yet outstanding because

- There is scope to enhance the planning in order to fully prepare children as they move through the nursery.

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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities throughout the nursery in both indoor and outdoor spaces.
- The inspector spoke with the nursery owners, the manager and staff at appropriate times throughout the inspection.
- The inspector looked at documentation including children's records, learning and development information, staff records and a selection of policies and procedures.
- The inspector conducted a joint observation with the manager of the nursery.

Inspector

Patricia Bowler

Full Report

Information about the setting

Tiny Gems Nursery was registered in 1994 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose built premises in Leicester City and is privately owned. The nursery serves the local area and is accessible to all children. It operates from three rooms and there is an enclosed area available for outdoor play.

The nursery employs 12 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3 and above. The manager is currently attending training towards Qualified Teacher Status.

The nursery opens Monday to Friday all year round. Sessions are from 7.45am until 5.30pm. Children attend for a variety of sessions. There are currently 24 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 speak English as an additional language and children with 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:

- refine the planning as children prepare to move into the next room to ensure their learning is fully optimised.

Inspection judgements

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

Children make good progress in their learning given their starting points and capabilities because staff provide an environment where children feel secure enabling them to access all available resources and make choices in their play. They receive individualised levels of support from a qualified and caring staff team who work well together to meet children's needs. Rooms are very well resourced and activities support children's learning.

Babies are nurtured in their physical development as they progress to walking, developing balance and coordination, in readiness for their transition through the nursery. Low-level storage units allow them to select resources. They explore natural materials in treasure baskets and investigate toys with buttons to press developing hand eye coordination and an awareness of cause and effect. Babies sit together on the carpet enjoying cuddles as

they clamber onto staff knees before lunch. They join in singing familiar songs delighting as they anticipate when to clap their hands as staff sing 'if you're happy and you know it'. Toddlers join in singing the words progressing well in their language skills. Staff talk to babies to encourage early babbling and support their developing vocabulary to become confident talkers as they move through the nursery. Babies on supported visits in the toddler room respond confidently to staff and peers especially as they say please and thank you during meal times and ask confidently for 'more please'.

Children in both the toddler room and pre-school room enjoy very well-organised activities through continuous role-play provision and opportunities for quiet relaxation. Free flow access to indoor and outdoor areas enable them to choose where they play. Toddlers develop hand and eye coordination as they build with large scale construction toys. They persevere to fit bricks together listening and watching as staff demonstrate how to fit nuts onto screws, highly proud in their achievements as staff praise their efforts. Under a canopy in the quiet area, children enjoy a well narrated story engrossed as they sit comfortably with a staff member before deciding to play outdoors. In the pre-school room an activity to make a home for 'Mickey the teddy bear' initially commenced with a cardboard box at the junk modelling. However, on completion children decided this was 'not big enough'. After a group discussion they decided to turn the role-play area into his home. This has since progressed, with their ideas, to an area of the room cordoned off by ceiling drapes to become an exciting role-play area where children eagerly cook meals, clean and tend to Mickey's needs. Mickey plays a key role as children take turns to take him home at weekends. They record his activities, including photographs of his adventures. His travels are attractively displayed in an album so children can recall these and share in discussion groups.

Children steer their play as they select resources from low-level storage units. Requesting to paint they decide to use vehicles, in addition to brushes, which they steer making patterns and following tyre tracks. They tease parents who collect them to guess what they have used giggling at their unsuccessful attempts as they reveal the answer. Children are supported well as they explore and investigate and staff encourage them to find out things for themselves. They are sensitive when deciding when to interact and when to value their independent play. As a result, children are enthusiastic and make good progress in their learning. At the modelling table they create butterflies and snails using tools skilfully. They roll and measure differing lengths before cutting and folding these to form butterfly wings which they join to a body where feelers have already been attached. Completed insects are transferred to plates for safe storage so these can be shown to parents.

The well-resourced outdoor area provides exciting opportunities to develop physical skills and also learn about nature and growing processes. Children use climbing walls and steps to crawl through a tunnel and balance on a rope bridge on the combination frame. Bats and balls are used to develop hand and eye coordination and children take turns to bat and bowl. They have created an ice cream stall using dough to make an assortment of cones and lollies discussing colours to represent flavours, such as mint and strawberry as they 'sell and enjoy' these as they play. Additional activities include a tray of pasta shapes where children use scales, jugs and bowls to weigh and measure different amounts and construction bricks on carpet areas ensure all children are actively engaged. A gated area

in the outdoor area houses home grown produce where strawberries have been cultivated and eaten. Sweet corn and tomato plants are growing well, tended by children who talk knowledgeably about the need for sun and water. A tomato is examined for ripeness, but left unpicked as children discover it is still green on one side.

Teaching is effective because staff communicate with parents to obtain information when children start, on what their child already knows and can do. Parents' views are valued through regular questionnaires and there are opportunities to share information at organised meetings and informally when they arrive and collect their children. Planning is tailored to children's interests because staff listen and respond to their ideas. These are incorporated as staff meet to discuss key children and their identified next steps. Children enjoy organised visits to their proposed new rooms, where they experience new and exciting play activities. However, the planning is not fully extended to capture this enthusiasm and consistently enhance learning when children return to their original rooms. Staff observe and assess children systematically and maintain written and photographic records of individual achievements. Their next steps in learning are precisely identified and purposefully incorporated into activities.

Staff use their experience of working in partnership with other early years providers to ensure consistency of care and learning. They complete regular progress summaries, including the 'progress check at age two' to ensure development is secure and early intervention can be implemented if any concerns are identified. Consequently, children are well prepared for the next stage because staff provide appropriate support to prepare them for their transitions. As part of this, children grow in independence as they learn to do things for themselves. School readiness is a key feature and children learn to express their feelings, use good manners and make decisions about their play.

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

Children settle well as they start at nursery because staff obtain valuable information to follow clear recorded routines so they are cared for in line with parental wishes. This includes visits as part of the settling-in process enabling key persons to develop secure relationships with children and parents to identify individual needs and share experiences relating to their learning. Staff consistently meet the care needs of each child and respond sensitively to them as individuals. Consequently, children are settled, happy and confident and clear starting points for their learning and development are identified.

Staff encourage children to play cooperatively with their peers, learning to consider others, share and take turns. Behaviour is consistently managed with positive reinforcement in order to boost children's self-esteem. Children are highly praised for their actions as they carefully listen to staff. For example, during outdoor play a bat is snatched from another child, staff suggest 'it would be better to ask' and the bat is returned. The request is made again with an additional agreement that the other child assumes the role of the bowler.

Timely transitions allow for skills in physical and emotional development to be secure before children move within the nursery. An effective transfer of information between key persons and visits ensure children settle well into their new rooms. Children are very well

prepared for the next stage of their learning and transitions to other settings and school. Transitional reports clearly identify developmental levels, children's specific interests and achievements so progress can be maintained.

Children are supported well as they learn to address their personal care needs, including hand washing and cleaning their teeth following meals. They speak knowledgeably about germ control making reference to group discussions and previous activities in this area. Children with English as an additional language are supported well. Staff know familiar phrases and build secure relationships with parents to include traditions, customs and festivals into their planning. Resources, including dual language books reflect positive images of difference and disability.

Children's well-being is addressed well and parents are provided with clear detail on staff practice in policies on safety, illness and accidents. They provide nappies, creams and wipes so babies are not exposed to a risk of allergic reactions to unfamiliar products. Children gain a good understanding about keeping safe. For example, they practise the fire drill and explain that it is about 'just getting outside in case the fire is real. Children's good health is promoted because meals are varied, healthy and nutritious. Food is plentiful with sufficient for further helpings and children eat very well. They enjoy home-made chapattis to scoop traditional curry supplemented with age-appropriate cutlery as they choose. Staff eat with children to act as positive role models and share skills. Children are very adept at recognising their needs. Snacks are provided during the morning and afternoon and they help themselves to drinks to quench their thirst. Staff are vigilant to ensure this is provided throughout the day especially when children play outside.

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

Children are cared for by qualified staff who are aware of their responsibilities to protect children from abuse and neglect. They are very secure in their knowledge of the reporting procedures including those for concerns they have regarding any adult caring for children. Parents are aware of the safeguarding policy and the Leicestershire Safeguarding Children Board procedures are accessible to them.

The managers and staff team demonstrate dedication and commitment to the children and a shared view of how best to facilitate learning and development. The managers ensure staff remain motivated and supported in the work they do, for example, by sharing new skills. Ongoing training is a key feature of the nursery. Training needs are identified through very regular monitoring and observations of staff working practice for which management take a lead to maintain practice overall. There is good liaison among the team, supported by staff appraisals and performance reviews. Resourcing and the deployment of staff in the nursery are carefully monitored and used well to promote children's learning and development. Comprehensive policies and procedures work effectively in line with current legislation and systematic assessments are carried out to ensure risks in all areas are minimised. Consequently, children's health and safety is protected well.

Procedures for recruitment and induction are excellent. Robust vetting procedures are established and staff are required to declare any issues, which may affect their ongoing suitability. The educational programmes are successfully monitored in order to ensure children's learning and continued progress is maintained. Excellent resources, books and toys are used effectively to meet children's needs at their different stages of development.

The partnership with parents is robust, ensuring that staff work effectively to meet children's different needs. In discussion with individual parents, they feel they can approach staff at any time. They acknowledge their involvement speaking exceptionally highly about the committed, professional and caring attributes of the manager and staff. An established key person system means that parents know who to approach, if they have concerns about their child's well-being or learning. Parents can feedback to the nursery any concerns they have, either verbally, or through more formal methods, such as one-to-one meetings with the key person. There is a range of useful information made accessible to parents in the entrance area and outside of each room ensuring that they are well informed. In addition, daily written feedback is shared with them about their child's day, relating to what they have done. A parent's forum group meets regularly with the managers to discuss issues, review policies and share ideas for continued improvements.

The nursery works effectively with others, such as health professionals and specialist workers. Consequently, robust systems support any specific health requirements and the identification and inclusion of any child with special educational needs and/or disabilities. The nursery strives for quality through systematic and inclusive self-evaluation. The views of children, parents and staff serve to accurately identify strengths and continuously drive improvement.

The Childcare Register

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

The requirements for the voluntary 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	226992
Local authority	Leicester City
Inspection number	915045
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	24
Name of provider	Sabera Khan
Date of previous inspection	11/08/2011
Telephone number	0116 2760504

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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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