

# Little Gems Day Nursery

64-68 Hazleton Way, Cowplain, Waterlooville, Hampshire, PO8 9BT

<b>Inspection date</b>	07/10/2013
Previous inspection date	25/02/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	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

- Management and staff carry out efficient procedures to maintain a safe environment for children.
- The manager and staff create a warm and welcoming environment. Consequently, children settle, and develop close relationships with each other and adults working with them.
- Children enjoy a good range of quality learning experiences indoors and outside, linked directly to their interests and developmental needs.
- Children benefit from the effective partnerships that exist between their child's key person and their parents. Good information sharing supports continuity in children's care and learning.

### It is not yet outstanding because

- Children do not always have sufficient practical opportunities to extend their literacy activities indoors to support early writing skills.

## 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 children's play and staff interaction, indoors and outside.
- The inspector talked with available staff, parents and held discussions with the manager and owner.
- The inspector examined documentation including a representative sample of children's records, policies, staff training records and staff suitability records.

## Inspector

Nadia Mahabir

## Full Report

### Information about the setting

Little Gems Nursery registered in 2012 and is privately owned. It operates from various rooms on the ground floor in the Cowplain area of Hampshire. Children have access to a secure outside play area. The nursery is registered on the Early Years Register and compulsory part of the Childcare Register. It opens from 7.30am to 6pm, Monday to Friday all year round. Children attend for a variety of sessions or full day care. There are currently 108 children on roll in the early years age range. The nursery receives funding for free early education for two, three, and four-year olds. The nursery supports children with special educational needs and/or disabilities. A total of 17 staff work directly with the children; of whom 15 staff hold relevant level three qualifications or higher.

### Inspection judgements

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

Children thoroughly enjoy attending this nursery, which provides them with a welcoming, vibrant and stimulating environment in which to learn through play. The indoor environment contains resources, which are appropriate, well maintained and accessible for all children. As a result, children find the equipment they require and make independent choices from the wide selection available. Babies and younger children play in a separate room. Resources are stored at a low level, are well suited to children's interests, so effectively challenge, and stimulate them. For example, babies take great pleasure in exploring the water containers, pouring and excitedly splashing. Children have access to a very good selection of craft resources where they can independently select paper, paints and glue to create their very own pictures to display in the room or take home with them. They show good hand to eye coordination as they confidently use scissors to cut the paper to the correct size. Babies enjoy manipulating the dough, squeezing, and squashing it through their fingers, which improves their dexterity. They enjoy exploring the treasure basket and feeling the different textures of materials as they play imaginatively with the large spoons and dishes. All staff in the under two's age groups get down to children's levels on the floor and play with them, interacting warmly, sympathetically and overall, purposefully. Children use the role play area independently and dress up and act out imaginary role play scenes as they make each other a 'cup of tea' in the role play kitchen.

Staff are skilled at supporting young children's emerging language and communication skills throughout the daily routine. For example, they sit with children during activities and ask questions to encourage them to think critically and respond appropriately. Children also enjoy singing songs and rhymes with repetitive phrases to reinforce language, such as 'the wheels on the bus'. The regular use of puppets to illustrate stories also helps children to listen and understand. Children begin to understand that print carries meaning and more able children handle books with care and enjoy having stories read to them.

Older children begin to link sounds to letters; some naming and sounding the letters of the alphabet, gaining skills that will be useful when they move on to school. However, staff do not take all opportunities to fully support early writing skills by providing resources for children to use during pretend play.

The effective systems of observation and assessment ensure that staff monitor children's development across the prime and specific areas of learning. The in-depth planning of activities targets children's individual development needs, thereby ensuring that all children receive challenge and make good progress in their learning. Staff complete two-year-old progress checks to identify children's strengths and areas where they make less than expected progress. A good balance of adult-led and child-initiated activities ensures that children are the prime instigators in their own learning. Staff have high expectations of children and are aware of their capabilities and starting points. All staff have a good understanding of how young children learn and develop. They enable them to direct their own play according to their interests and extend their learning through group activities. Parents are actively encouraged to share home experiences and add their comments to learning journals, which creates an effective two-way flow of information between parents and staff. This good practice keeps parents up to date and involved in their children's progress.

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

Children arrive with great enthusiasm and show confidence as they place their personal belongings on their assigned pegs. They know to self-register and greet staff warmly before going off to play. Staff support children's emotional and social development well by greeting them warmly as they arrive each day. Younger children also enjoy their focused group time with their key person as she greets them personally by name as part of the 'welcome' song. This helps children get to know each other and form friendships. Interaction between practitioners and children is strong and very secure emotional attachments form between children. The key person system supports families well, practitioners know their individual key children and their care routines, dietary requirements, likes and dislikes.

Children begin to develop an understanding of the procedures to follow in the event of an emergency as they routinely practise the evacuation procedures. The children are also involved in safe risk-taking, which helps them to learn about managing their own safety. For example, the staff talk to them about being careful when running around and how to use equipment safely. Outdoor play areas used throughout the day promote all areas of learning. Therefore, children are active in their play and develop good physical skills and coordination. They climb and balance and enjoy plenty of space to run and ride on bikes in the playground. Children are independent in the toilet areas and they are learning about managing their own personal hygiene through discussion with and good role modelling by the staff. Staff comfort children when they are tired and a calm and create a soothing environment when children need to rest. Music is played in each room throughout the day, which creates a harmonious feel throughout the nursery. Staff praise the children and reinforce the kindness they have shown to each other. They skilfully deal with minor

conflicts by effectively diverting children's attention. They provide clear guidance for children about what is acceptable behaviour and, due to this, children behave well and are kind and caring towards one another.

Staff place a high priority on supporting children through changes and the next stage in their learning. Children spend time with their key person in their new environment as they move through the nursery. This helps them to become familiar with their new surroundings and routines and settle quickly. Staff have good systems in place to help assist older children who are due to move to the next stage of their school career. For example, children visit their new schools, take photographs and make transition books. This aids the children's move into primary school and provides a valuable opportunity for children to meet their future teachers in an environment where they feel comfortable.

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

The management and staff have a clear understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage framework. Management and staff maintain clear and concise records, policies and procedures, which they regularly update and share with parents. This includes details of accidents or incidents, and records of any complaints. Ratios are maintained well and staff are deployed effectively, so children are supervised and their needs are met well. Staff carry out effective Risk assessments and routine safety checks of the building and garden to identify any obvious hazards prevent harm to children. This results in children benefiting from a safe and secure environment both indoors and outdoors. Effective recruitment and vetting procedures are in place. Staff are fully aware of their roles and responsibilities in keeping children safe, due to the comprehensive induction procedures. Therefore, children are safe and their welfare promoted.

Effective partnerships with parents mean that there is a united approach to meeting individual children's needs. Parents benefit from an extensive array of information displayed on the parent's notice board and in the foyer. Staff understand the value of working with parents, they exchange relevant information about their child verbally each day. All parents spoken to on the day of inspection stated that they were pleased with the nursery. Staff work closely with external agencies in order to fully support the children who have special educational needs and/or disabilities. There are good links with the local authority, which further enhances the self-evaluation process.

The manager understands clearly her responsibilities in meeting the learning and development requirements. She has strong knowledge of the Early Years Foundation Stage and uses this well to support her staff. Planning and assessment systems are monitored effectively and the manager spends time working in all nursery rooms to gain first-hand knowledge about what is working well and address issues raised. Training opportunities are available for staff to continuously develop their professional qualifications in order to enhance outcomes for children. Effective systems are in place to monitor the provision. The thorough self-evaluation of the nursery takes account of the views of the

staff, parents and children. All feedback is welcomed and ideas for change or development are considered. Management has a strong drive to improve the nursery and has a clear and successful improvement plan that supports children's achievements.

### **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

<b>Unique reference number</b>	EY444262
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	935083
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	50
<b>Number of children on roll</b>	108
<b>Name of provider</b>	Little Gems Day Nursery Partnership
<b>Date of previous inspection</b>	25/02/2013
<b>Telephone number</b>	

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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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