

Little Gems 111

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

Inspection date	22/01/2014
Previous inspection date	25/01/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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 benefit from a welcoming, inclusive setting. They have good relationships with staff and each other.
- Staff plan and provide an interesting variety of activities and experiences for children that support their good progress in their learning and development.
- Staff work closely with parents and keep them well informed about their child.
- The staff team work hard to make changes and improvements where needed and are committed to continually developing the provision.

It is not yet outstanding because

- Staff have not fully extended ways to engage parents in their child's learning at home.
- Opportunities for children to learn about diversity are not fully developed.

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 observed children taking part in indoor and outdoor activities.
- The inspector had discussions with the manager, provider and staff.
- The inspector sampled records including children's files, improvement plans and staff suitability records.
- The inspector completed a joint observation with the manager.
- The inspector spoke to parents at the setting and took account of their views.

Inspector

Rebecca Khabbazi

Full report

Information about the setting

Little Gems 111 was registered in 2000. It operates from a church hall in Caterham in Surrey and is one of three privately owned settings in the area. Children have the use of a large hall, a smaller side room and an outside play area. The pre-school is open on 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 is registered on the Early Years Register. It takes children aged from two years old and there are currently 32 children in the early years age range on roll. The pre-school receives funding for the provision of free early education to children aged three and four years. It supports children who have special educational needs and/or disabilities and those who are learning English as an additional language. There are six members of staff who work with the children including the manager. Five members of staff have relevant childcare qualifications at level 3 and one is unqualified.

What the setting needs to do to improve further

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

- engage parents further in their children's learning at home, for example, by providing ideas about how they can extend what children learn at the pre-school.
- increase opportunities for children to learn about different cultures and beliefs in order to further extend their understanding of the world.

Inspection judgements

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

Staff gather comprehensive information about each child's background, starting points and needs. For instance, they ask parents to fill out detailed 'All about me' forms and they talk to them to gather information during visits to settle children in. This ensures they get to know children well and provide the support they need. Staff make regular observations of children's achievements and use these well to plan activities that build on children's knowledge, interests and skills. As a result, children make good progress in their learning. Staff involve parents in their child's learning by talking to them each day. They invite them to regular progress reviews and share information about children's next steps. However, staff are still fully developing strategies for engaging parents in their child's learning at home. For instance, by regularly providing suggestions for activities to continue at home. Therefore, they miss opportunities to fully engage parents in their children's learning.

Staff plan and provide a wide variety of interesting activities for children. They help

children develop a range of useful skills that prepare them well for the next stage of learning and for school. They support children's language and communication skills effectively when they talk to them and ask questions as they play. They plan small group activities that provide good opportunities for all children to take part and develop their speaking and listening skills. Children grow in confidence when staff listen to them attentively and offer them encouragement, using sign language as appropriate. Staff successfully engage children in stories, using props such as puppets to spark their interest. They effectively foster their interest in books by providing quiet, cosy spaces to look at books independently and share stories. Staff support children who speak English as an additional language well. They greet them in their home language each morning and incorporate familiar words into the pre-school through signs and labels around the room as well as books, songs and stories.

Staff encourage children to be curious about the world around them. They explore with them in the garden and children find leaves, stones and bark in the ground and bring them inside to investigate further. They examine them closely with a magnifying glass, draw them and label their pictures. Staff question children effectively to encourage discussion about items, such as shells, and they explore them, talking about what they feel like. Staff encourage children to share their lives and experiences and celebrate some festivals. However, they have not fully developed opportunities for children to learn about the wider world and different cultures and beliefs. This means children have slightly fewer opportunities to find out more about life in their friends' home cultures or those of their relatives, such as celebrations they have or the food they may eat. Children express their creativity and use their imaginations when they dress up in the home corner, make tea or go on a shopping trip. Staff skilfully support children when they decide they would like to make their own musical instruments. They help them decide what materials they need and encourage them to work out for themselves what they need to do next. Staff help children solve simple problems and persevere with the task. With staff encouragement, children experiment until they find a way to keep the rice inside the paper and are proud and excited as they shake the maracas they make.

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

Children are confident and settled in the pre-school. They have good relationships with staff, who have a warm and caring approach. This effectively promotes children's emotional and physical well-being. Staff provide consistent support, guidance and praise that helps children behave well. They use visual cues at circle time to remind children of the need for 'good sitting' and 'good listening' and a sand timer helps children wait patiently for their turn on a bike. Children quickly become familiar with the routines and expectations of the setting. They play well together and sit quietly on the carpet at circle time.

Staff set up the hall before children arrive to create a welcoming, well-organised play environment. Children confidently choose from a good variety of resources and play materials and select items from the creative trolley for themselves when they need them. Staff are vigilant in promoting children's safety. They make daily checks of the hall and

outdoor area to ensure children can play safely and they supervise children closely at all times. Staff help children gain an understanding of risks and how to keep themselves safe when they show them how to use equipment such as scissors carefully. Children all take part in regular fire drills so everyone knows what to do in an emergency.

Children's good health is promoted well. Staff follow careful procedures for changing nappies to reduce the risk of cross-contamination and they use a screened area to protect children's privacy. Children learn to manage their own personal needs when they wash their hands at the portable sink before snack time. They take turns to have a snack whenever they are ready. They grow in independence as they help cut up some banana for their friends, serve themselves some grapes and clear away their own cup and plate when they have finished. Children play outside every day as part of a healthy lifestyle, enjoying the fresh air. They also have fun practising their physical skills in the small hall, navigating their way around an obstacle course on bikes.

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

Effective arrangements are in place to safeguard children's welfare. Robust recruitment procedures ensure that staff are appropriately qualified and suitable to work with children. All staff attend child protection training and are familiar with the procedures to follow if they have concerns about a child. All required documentation is in place that supports the smooth day-to-day running of the pre-school. Records are stored securely on the premises so they are readily available for inspection. The pre-school benefits from an experienced staff team who work together well, sharing tasks and responsibilities through the morning. The manager and provider monitor staff performance through supervision, appraisals and staff meetings. Staff receive in-house training as well as attending local courses to further develop and extend their skills. This approach ensures that the staff group is well-trained and supported.

The management and staff team are committed to developing the provision. Effective systems to monitor and evaluate the provision are now in place and staff have made significant improvements since the last inspection. For example, staff have updated their knowledge of the Statutory Framework for the Early Years Foundation Stage and have improved systems for children's privacy and the storage of documentation. They show a good understanding of the learning and development requirements. They monitor children's progress effectively through observation and assessment. They offer appropriate support to ensure that all children take part in activities and make good progress, for instance through small group work and use of sign language where needed. Staff work closely in partnership with parents and other professionals and agencies where necessary to support children with additional needs. For instance, they make sure they have copies of other professionals' reports, arrange regular meetings and agree future targets for children together. This means all children experience a consistent approach to their learning and care.

Staff have good relationships with parents and welcome them warmly into the pre-school.

They keep parents well informed through the notice board and regular letters and they have access to a wide range of policies and procedures. Parents comment that they particularly value the friendly, caring staff. They are pleased with their children's progress and feel their children are safe, well cared for and treated as individuals.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	122423
Local authority	Surrey
Inspection number	917518
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	32
Number of children on roll	32
Name of provider	Little Gems and Little Treasures Ltd
Date of previous inspection	25/01/2013
Telephone number	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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