

Inspection date

Previous inspection date

24/02/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 strong key person system, which is very effective at providing them with close attachments, so they are well settled and secure.
- Parents benefit from a strong partnership with nursery staff and they have regular ongoing communication, which supports the consistent care of children.
- The manager has clear values and aims for keeping the provision to a high standard. As a result, the cohesive staff team work effectively together to meet children's needs
- Children's independence is well fostered, with a good balance of child-initiated and adult-led play, support for self-care skills and time to explore.

It is not yet outstanding because

- Staff do not fully support children's critical and creative thinking by asking open questions and allowing children time to think and respond.
- Role play is somewhat limited by the resources offered, which do not consistently include actual related items for children to explore.

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 at play indoors and outside.
- The inspector and manager carried out a joint observation.
- The inspector examined a range of documentation.

Inspector

Susan McCourt

Full report

Information about the setting

Little Gems opened in 2011 as childcare on domestic premises. The nursery operates from a residential home in Ashford in Surrey. The nursery provision takes place on the ground floor of the home and children have access to downstairs toilet facilities. There is a large enclosed outdoor play area. The nursery is open on weekdays from 8 am to 6 pm for 51 weeks of the year, only closing between Christmas and New Year. Little Gems is registered on the Early Years Register and on the compulsory part of the Childcare Register. There are 27 children on roll, 26 of whom are in the early years age range. There are six members of staff including the provider working with the children, all of whom have level 3 qualifications.

What the setting needs to do to improve further

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

- improve role play areas to provide challenging and interesting activities for children
- give children time to think and respond, supporting their critical and creative thinking skills

Inspection judgements

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

Staff have a good knowledge and understanding of how to meet the learning and development requirements. They provide a broad and balanced curriculum, which covers all aspects of the seven areas of learning. They support children's independent learning by giving them lots of opportunities to choose and direct their own play. Staff also provide adult-led activities for specific teaching or assessment purposes. As a result, children are continually engaged in purposeful play and make good progress in their learning and development.

Staff have good teaching skills. They foster children's communication and language skills by getting on the child's level and joining in with their play. Staff emphasise key words as they comment on what children are doing. They also repeat key vocabulary so that children can consolidate the new words they are learning. Babies show great excitement when staff copy their actions such as in clapping and patting games. Staff extend the activity by saying 'pat our heads, pat our shoulders' and babies copy the new way of playing. As a result, they find play rewarding and stimulating. Staff are skilled at bringing out mathematical language in a range of play activities. They ask children to count with them in practical activities such as sharing fruit at snack time. As part of a post office role-

play area, children can match numbers on addressed items to pictures of numbered doors, which have been placed around the room. Staff use comparative language to talk about things which are bigger, taller or more than. Children learn about shape as they fit construction toys together and see what size pieces they need. However, when asking children about why things fit or get stuck, staff supply answers rather than allowing time for children to find a solution themselves. This means that staff are not fully supporting children's critical and creative thinking. Children enjoy an interesting range of outings and visits. For example, they relished an opportunity to meet fire fighters and see a fire engine in close detail. Staff are skilled at engaging children of different ages in the same play activities. A key feature of the family-style grouping is that children can learn from each other. Younger children like to copy and join in with older children, learning new skills as they do so. Similarly, older children learn to empathise and understand younger children's needs, and show pride in their maturity. Staff provide a wide range of media and materials for children to explore in play. For example, they play with sand, dough, paint and glue to make different pictures and craft items. Children enjoy chalking on the floor outside or using a range of pens and pencils in early writing activities. Staff build this into other writing activities such as writing and posting letters on an outing. Children enjoy singing and join in the actions with confidence. Other expressive arts play, such as role-play, is somewhat hampered by the quality of resources on offer. For example, in the post office role-play, children handle pictures of parcels and letters, rather than actual boxes, wrapping and envelopes.

Staff work with parents to establish children's starting points and interests so that they can plan engaging and appropriate activities. Staff make frequent observations of children's achievements and skills, tracking them against published guidance on expected levels of development. After six weeks, they meet again with parents to talk about children's next steps. This process continues with regular meetings to discuss children's progress, so parents are fully informed. All staff are involved in the planning process and ensure that all children's next steps are incorporated each week. This helps children to make good progress in all areas of learning, given their starting points and capabilities. Staff write regular summary reviews, which can also form part of the progress check at age two, or the transition document for school. Parents have regular individual meetings with their child's key person, which builds a strong partnership in support of children's learning.

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

Staff have a very effective key person system. Children at the nursery have the same key person throughout their time in the nursery so one person is looking after them from a baby to pre-school age. Staff act as key person to a mixed age group, and as children are sharing the same spaces for the majority of the day; the nursery has a strong family atmosphere. The key person meets with parents on a regular basis to update the child's care and learning needs, which supports good consistent care. Settling in sessions are individually tailored to suit each child's needs, so parents can be confident that children can separate happily. Children are well settled and secure as a result. Staff have created a good learning environment, where children can be independent, active learners. Toys and

play equipment are stored at child-height, so children can easily choose what they want to play with. Staff thoughtfully arrange displays to include photographs of the children, and children enjoy remembering and talking about their experiences as they look at them. Outdoors, children also have lots of space and choice of activities. This helps them to stay engaged in purposeful play at all times. Staff have set a routine which allows children maximum time to play. Children know the routine, joining in with tasks at tidy up time or snack time. This helps them to have a strong sense of ownership and involvement.

Children have good opportunities to learn about healthy lifestyles. Children have healthy, balanced meals and snacks, freshly prepared on the premises. Staff talk with children about which foods are good for them, so children learn about what helps them grow and be strong. Children can serve themselves, giving them independence and control. As a result, children eat well. Staff are attentive to how children eat, adjusting the texture of food for babies for example, to make sure that they are fed well. Staff make careful note of any allergies and dietary preferences to minimise any risk. Children have easy access to drinks of water throughout the day. Children enjoy playing out in the fresh air every day, and have wet-weather clothing to make sure this is possible all year round. Children's physical development is well fostered. They use ride-on toys, slides, hoops and balls with increasing skill and benefit from open-ended play such as using crates to build dens and obstacle courses. Staff teach children about how to keep themselves safe by pointing out potential dangers and explaining safe techniques. For example, children on a slide are advised to use their hands when climbing and balancing. Babies enjoy exploring low furniture, which helps them to practise cruising and standing. Staff play different patting games with babies to build their skills in coordinating their hand and arm movements.

Children are well behaved. They have a good understanding of what is expected of them as staff and children worked together on setting rules. Children play cooperatively in construction activities such as building a marble run. They like things to be fair, and make sure that they have the same number of marbles, for example. Staff support children in taking turns by suggesting that children time how long they use a bike before passing it on to a friend. In this way, children learn strong social skills and build firm friendships. Children have good self-care skills because staff give them time and support to manage coats and shoes, or manage their personal hygiene. This is particularly true of children moving on to school, as staff organise specific activities for practising how to change outfits. This means that overall; children acquire good skills for the next stage of their learning.

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

The manager has a good understanding of how to meet the safeguarding and welfare requirements. All staff are checked as to their suitability as part of a rigorous recruitment process. Staff know the policies and procedures for safeguarding and whistle blowing, and know what to do should they have concerns about a child. These policies are shared with parents so they understand staff's responsibilities and duties. The manager has carried out a careful risk assessment and undertakes daily checks. For example, before children go

outside she checks the garden to remove any hazards. Documentation such as children's information and registers are well organised, which means that the manager can ensure that staff and child ratios are always met or surpassed. Other paperwork is also well maintained, which underpins children's well-being.

The manager uses a wide range of very effective techniques to monitor and improve the provision. She has clear values, which staff share and they work very well as a team to support the families and meet their individual needs. The manager works alongside staff in all aspects of the provision, and acts as key person to some of the children. This gives her a very hands-on understanding of staff skills and how the provision is working. She has organised supervision sessions and staff meetings to feed into action plans, which set ambitious targets and timely deadlines for their goals. The manager consults with children and parents to gather their views and works with staff to evaluate the curriculum. This means she is very effective at taking action and bringing about continuous improvements. For example, she has already introduced a wide range of interesting activities into the garden including a 'bug hotel' and digging area. Further plans are to introduce a covered area, to further support children's year-round use of the garden. The manager monitors the learning journals and assessments so that any individual achievement gaps can be addressed. She also supports children's strengths. For example, the manager consults with teachers to use the same phonics teaching methods for children who are gifted in this area.

Parents have good opportunities to build a strong partnership with the nursery staff. Staff take careful note of children's needs, such as their likes and dislikes, or comfort routines. Staff meet with parents regularly to update this knowledge so that they are consistently aware of how to care for children. Parents also receive regular updates on the progress children are making in their learning and development. Parents greatly appreciate the family atmosphere and close support that children receive. They comment on well their children have settled and how much they enjoy attending. Parents can take the learning journals home at any time, and provide a highly valued prompt for chatting with children and extended family about what the child is doing. The manager has quickly built strong working relationships with other professionals and agencies. For example, for children with additional needs, the manager coordinated meetings between all the professionals involved in the child's care to ensure consistency and support. The manager and staff also work closely with schools and other day care settings as appropriate to share information for the benefit of children.

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	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	EY459636
Local authority	Surrey
Inspection number	913101
Type of provision	Childminder
Registration category	Childcare - Domestic
Age range of children	0 - 8
Total number of places	14
Number of children on roll	27
Name of provider	
Date of previous inspection	not applicable
Telephone number	

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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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