

Tiny Gems Day Care

TINY GEMS, Waltham Avenue, Hayes, UB3 1TF

Inspection date

Previous inspection date

28/11/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision requires improvement

- Children are appropriately safeguarded in the setting because systems to ensure adults ongoing suitability are robust.
- The learning environment for older children is well planned and resourced to meet their learning needs and staff give good encouragement for their independence thereby supporting future learning.
- The outdoor environment is well resourced and children enthused by the range of activities available in this area.
- The management team demonstrate a positive attitude towards improving the quality of the provision, working closely with the local authority to improve the quality and professional development of staff.

It is not yet good because

- Staff practice in the baby room is inconsistent and does not always offer the same high quality learning experiences as the pre-school room.
- At times staff working with young children do not manage their behaviour appropriately.
- Staff working with the older children use fewer open-ended questions and miss opportunities to use the daily routine to extend children's mathematical skills.
- Monitoring systems are not fully effective in identifying early weaknesses and gaps in

staff practice.

- Systems to encourage parents to become more involved in their children's learning are not fully in place.

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 both inside in both playrooms and outdoors.
- The inspector took account of views of parents, staff and the early years advisory teachers spoken to on the day.
- The inspector looked at relevant documentation relating to children and staff.
- The inspector carried out joint observations throughout the nursery with one of the registered providers.
- The inspector held discussions with both registered providers.

Inspector

Samantha Smith

Full report

Information about the setting

Tiny Gems Day Care registered in 2013. It is run by Tiny Gems Day Care Limited. The setting operates from Christ Church hall in Hayes, within the London Borough of Hillingdon. The children use two large linked rooms and have access to an adjacent outdoor play area. The nursery is open each weekday from 7.30am to 6pm. The breakfast and after school club for nursery children and those from the local primary school operates from 7.30am to 8.30am and from 3.30pm to 6pm. A play scheme for children in the older years age group operates during school holidays from 7.30am to 6pm. Tiny Gems Day Care is registered on the Early Years Register, and both the compulsory and voluntary parts of the Childcare Register. There are currently 50 children in the early years age group on roll, some in part-time places. The nursery supports children who speak English as an additional language. The nursery employs nine staff; all hold appropriate early years qualifications.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the quality of the learning environment for babies and young children, to provide them with broad range of challenging and stimulating, learning experiences across all areas of learning
- develop staff's knowledge and understanding of the needs of babies and young children so that they understand how to manage and support their behaviour appropriately.

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

- further develop staff's questioning skills so that they build on children's learning by encouraging them to think more frequently and their vocabularies, giving them time to respond
- further develop the monitoring systems to enable you to identify, early weaknesses in practice, paying particular attention to observation and assessment systems
- increase opportunities for children to develop their mathematical and problem solving skills through everyday routines, such as setting the table for meal times.
- improve the partnerships with parents by encouraging them to regularly contribute towards their children's learning by sharing their observations of their children at home

Inspection judgements

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

Overall, most staff demonstrate that they have a sound understanding of their roles in supporting children's learning and they generally use this well to support most aspects of children's learning and development; however, practice is not consistent throughout the nursery. As a result, children are not always provided with a balanced range of high experiences across all areas, particularly in the baby and toddler room. For example, the pre-school room is well planned and well resourced, offering a good balance of resources for children to extend their learning and further their play. However, the baby room is less inspiring, offering limited challenge, and limited resources, which stifles baby's natural curiosity and restricts their ability to follow through and extend their ideas further.

In addition, observations and assessments vary in quality and consistency. Some staff observe children regularly and have good evidence to demonstrate that children are progressing well, but there are limited observations on other children and some staff are unable to demonstrate how they are supporting these children in making progress. This has been identified through recent monitoring but targeted action is in the early stages.

Staff are beginning to develop their practice in supporting children whose first language is not English. They gather basic words in children's home languages, which they use to support better engagements with those children. There are suitable systems in place to support the early identification of children with special education needs and/or disabilities. Staff have developed appropriate links with other professionals including the area special educational needs coordinator (SENCO) in order to support children's ongoing progress.

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

Overall, children are content and well settled in their environment. They form positive and caring relationships with staff who mostly meet their emotional and physical needs well. The key person system in place generally works well in supporting new children as they settle into the nursery and this promotes positive engagements with parents.

In the main, the nursery environment is safe, welcoming and suitably resourced. Staff carry out regular risk assessments throughout the whole of the premises and appropriate action is taken to reduce potential hazards to children. Resources in the pre-school room are suitably maintained and well stored, enabling the older children to make safe and easy choices about their play. However, the baby and toddler room is less welcoming and resources are a fewer in number, which impacts on children's experiences. In addition, older children are learning to manage risks for themselves, gently supported by staff, as they engage in their play. Children throughout the nursery are well behaved and enjoy warm and positive interactions with staff who support and facilitate their play well. However, staff working with the younger children, do not always use positive behaviour management techniques appropriate to the ages of children. For example, at times their approach can be overly stern and directive, which impacts on children's natural, curious and exploratory instincts does little to support them in developing their understanding.

Children's health is suitably promoted throughout. The premises are clean and suitably maintained and resources clean and in good working order. Staff ensure children's good health through appropriate nappy changing routines and children are encouraged to learn good hand washing habits, for example before they eat. They have regular opportunities to engage in outdoor activities. Younger children rest and sleep according to their needs and meals and snacks are suitably healthy and nutritious. There is some opportunity for older children to further develop their independence through daily routines. They serve themselves at lunch times, at times cut up the fruits and vegetables for snacks and help set the tables for mealtimes. However, staff do not use these opportunities to extend children's mathematical skills. For example, by encouraging them to count, match or do simple calculations to support their understanding of mathematical concepts.

Children are well-prepared overall, as they transfer to school. For example, the nursery has established positive working relationships with the local school and liaise with them regularly as they support children through the transition period.

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

The registered providers demonstrate a sound knowledge and understanding of their responsibilities in meeting the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. There are robust systems in place for assessing staff's suitability to work with children, and the lead people for safeguarding demonstrate a secure understanding of their roles. In addition, induction procedures ensure that all staff have a sound understanding of key areas relating to their roles, including child protection. As a result, staff are vigilant in their practice. For example, they know and do not permit staff who are waiting for their DBS clearance to be left alone with children, change nappies or take children to the toilet. They also demonstrate that they have a secure understanding of the procedures for reporting child protection concerns including if this related to another member of staff.

The nursery encourages positive partnerships with parents through a regular exchange of information, and parents attend progress meetings with staff at various times throughout the year. However, not enough attention is given to encouraging parents to become fully involved in their children's learning by sharing observation made of their children at home.

The providers demonstrate that they have the capacity to improve. They have a good understanding of their roles in monitoring staff performance and the delivery of the educational programmes; They show a commitment to driving improvements and further improving the quality of the nursery. Self- evaluation takes place and is generally effective in identifying targeting weaker areas. The providers are also aware that this should take place more frequently in order for maintain quality and consistency throughout the nursery. There is a programme of professional development in place. Some staff are completing higher education training in childhood studies. Others are being supported in developing their skills and knowledge through short courses and regular in house training. In addition the providers have established positive working relationships with their local early years team and are working together to improve the quality of the provision.

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	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	EY465423
Local authority	Hillingdon
Inspection number	942190
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	44
Number of children on roll	33
Name of provider	Tiny Gems Day Care Limited
Date of previous inspection	not applicable
Telephone number	02085692327

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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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