

Little Gems of The Sea

Star of the Sea Primary School, Seatonville Road, WHITLEY BAY, Tyne and Wear, NE25 9EG

Inspection date	13/05/2014
Previous inspection date	28/07/2011

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

- Teaching is good because the vast majority of practice is very strong and staff are skilled in engaging children's interest and motivating them to learn. As a result, children make good progress in relation to their starting points.
- Children's behaviour and understanding of safety is well supported. They make good friends, take turns, share resources and help one another because they learn in a warm, caring and safe environment.
- Leadership and management are effective. The provider and manager prioritise safeguarding, and as a result the staff team work very well together, ensuring that children are safe and their welfare is promoted.
- There is good engagement between key persons, parents, other settings and the school. This ensures that everyone is kept well informed about children's developmental progress over time and that children's well-being is fully fostered.

It is not yet outstanding because

- Staff's skills in asking open-ended questions are variable. This means children are not consistently encouraged to build on their rapidly developing critical and creative thinking skills.
- There is room to improve staffs' awareness of the language that they use with children, so that they model the correct terms at all times.

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 had a tour of the premises, and observed activities in the playroom and outdoor area.
- The inspector met with the provider and manager, carried out a joint observation and spoke with staff and children at appropriate times during the inspection.
- The inspector looked at children's development records, planning documentation, evidence of suitability of staff working in the nursery and a range of other records, policies and procedures.
- The inspector took account of the views of parents through discussion at the inspection.

Inspector

Lynne Pope

Full report

Information about the setting

Little Gems of the Sea Nursery was registered in 2010 on the Early Years Register. It is situated in a mobile building in the grounds of Star of the Sea Primary School in Monkseaton, North Tyneside and is owned by an individual. The nursery serves the local area and is accessible to all children. It operates from one room and there is an enclosed area available for outdoor play. The nursery employs six members of child care staff. All staff hold appropriate early years qualifications at level three and above. The nursery opens Monday to Thursday from 7.30am until 6pm and from 7.30am until 5.30pm on Fridays for 51 weeks a year. Children attend for a variety of sessions. There are currently 48 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 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:

- ensure all staff have a consistent understanding of effective open-ended questioning, so children continue to build on their ability to think creatively and critically
- enhance staffs' awareness of the language they use with children, so that they model the correct terms at all times.

Inspection judgements

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

The quality of teaching is good because staff have a very clear understanding of their responsibility towards children's learning. They regularly observe and note what children can do, entering this information into a development record. Staff evaluate their observations and written plans show learning intentions for individual children and raising their next steps, which inform planning. This means that planning is very current for each child, and is focused on their interests and individual learning needs, supporting children in their steady progress towards the early learning goals. Staff frequently update a tracking record that links into the Early Years Foundation Stage. This clearly shows the progress that children are making, which also helps to identify next steps for their development. Effective teaching methods are used to meet the needs of children with special educational needs and/or disabilities, promoting their all-round development. This is due to staff planning for individual children's needs well. As a result, children get the best possible support and are fully included in all aspects of the nursery.

Staff build a firm foundation for children to become skilled communicators. They constantly talk to children during their activities. Children show their enjoyment as they babble and start to pronounce recognisable words in return. The manager works closely with staff and children, and models how to interact appropriately. She repeats words clearly that children attempt to say, so that they learn the correct way to pronounce them. For example, she asks young children 'who is that in the mirror'. Children listen attentively and concentrate well. However, staff occasionally slip into using local expressions, such as 'I have missed you's' and 'aren't you not'. This does not promote children's full understanding of how to use some words in the correct way. Children have access to a wide selection of books, and enjoy sitting and listening to stories being read by staff. Staff teach children about the format of the books. They show them where to start reading and involve them fully in the stories, as they encourage their participation. For example, they ask children what they think will happen next. They also teach children that they can gain information from a book. For example, when outdoors staff read a book that informs children about the changes to the seasons and what will happen next. Children are keen to join in and enjoy singing a familiar rhyme, such as 'Twinkle, Twinkle Little Star'. The book helps to motivate children and they become eager to observe what they can see in the environment. Staff continually talk to children and discuss what they can see. However, in their enthusiasm to teach children, they do not consistently ask open-ended questions to enable the children to think of their own ideas in response. This means their critical and creative thinking skills are not always supported as well as possible. Staff teach children about numbers through everyday activities. For example, they join in with children's play and count the number of hoops that children take off a pole. Staff provide various sensory materials, so that children learn through using their senses. For example, babies are provided with dried pasta to explore in a tray. They concentrate well as they feel the pasta. They particularly enjoy putting the pasta into the tray and observing it, as they pour it out of different tubs. Overall, children's learning and development is in line with the expected developmental ranges for their age. As a result, they are obtaining the skills, attitudes and dispositions they need, to be ready for school or the next stage of learning.

Parents are warmly welcomed into the nursery by the approachable staff. Staff encourage them to take part in their children's learning and development. Information is exchanged on a daily basis, as parents drop off and collect their children. Parents pass on information about what their children have been involved in at home and their achievements. Staff then note this in their development records, using the information to plan around the child's current interests and needs. Staff share a daily diary with parents that details their child's day, such as meals and activities they have been involved in. They invite parents to six monthly meetings, where they share children's development records and discuss their progress. This is supported by staff recording a 'My development' sheet that covers the areas of learning and possible next steps. These are then agreed with parents and means that parents can continue their children's learning at home.

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

Children feel very secure at the nursery, as staff are very caring and give a high priority to children's well-being. A programme of settling-in visits for new children helps them to

make a smooth transition from home to the nursery. Staff gather good information about children's needs through parents completing a transition form over the first couple of weeks. This information is then used, along with staffs' observations, to complete a baseline assessment, so that they can effectively plan for the children. A well-established and effective key person system operates throughout the nursery. This helps children to form secure emotional attachments, providing parents with a familiar person to share information with regarding their child. Every key person knows their children exceptionally well, and can clearly demonstrate how they help them to move forward and make good progress. Children's behaviour demonstrates that they feel safe and secure, as they are confident and at ease to happily approach visitors. Staff treat children with kindness and respect, and speak calmly to them. Children are well supported with learning how to manage their own behaviour, as staff carefully guide them. For example, staff use suitable methods to develop children's awareness of their expectations, by getting down to their level when they talk to them or by using distraction. Children learn about their own safety as staff incorporate gentle reminders. For example, children are prompted by staff to recall how to cross the car park safely when they go outside to use the field. Their understanding is reinforced when they go to the Zebra crossing and the rules are gone over again. This helps children learn how to manage risk safely by making the right decision about when it is appropriate to cross the road.

The play space is organised well. Resources are of a good quality and stored at age-appropriate heights. This enables children to be independent, play with their friends and to use their imaginations well. Consequently, children are happy, relaxed and confident in this very welcoming and friendly environment. Frequent opportunities are provided for children to enjoy daily fresh air, and to take part in a range of activities to promote their physical development. For example, they run round the wide open space on the field. They practice ball skills as they roll, kick and throw balls to each other. Staff observe children during these games, helping to develop their skills further by enhancing what is taking place, for example, holding a hoop and encouraging children to kick and throw the ball through it. Children's health is well promoted, and there are clear and consistently applied systems in place to protect them from infection. Staff have robust procedures in place to gain information from parents about any health or dietary issues the children may have. Thorough records are kept of accidents or any medication that has been administered. Children from an early age understand good hygiene routines and know, through consistent practice, why they must wash their hands after using the toilet and before eating. Staff encourage children's self-care skills by teaching them how to put on and take off their outdoor clothing. The children benefit from the carefully balanced menu that the nursery offer. This is monitored by the owner and manager to enable them to provide meals they know children really enjoy. Staff support young children, so that they learn how to feed themselves. Mealtimes are a sociable occasion, as children sit together in small groups. They learn how to use utensils correctly and they help to prepare snacks, as staff supervise them with using a knife to cut up fruit and vegetables. Staff discuss the different foods with children, helping them learn about healthy eating and promoting their independence.

Children are prepared well emotionally for transitions into other settings or school. Staff work in partnership with the out-of-school club next door. The children play together outside using the same resources. Information is shared with the school nursery about

what children have been doing and children are invited to attend events in the school. This means children become familiar with these environments and staff, which supports their well-being effectively, as they adjust to periods of change and transition.

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

The provider and manager are both extremely committed and dedicated to maintaining the highest levels of achievement for the children and their families. They have a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. The member of staff who is the designated safeguarding lead, to protect children, understands her role and responsibilities well, including her accountability for liaison with local statutory agencies and Ofsted. All staff attend relevant training, and know how to identify and report any possible signs of abuse and neglect, at the earliest opportunity to ensure children's welfare. Recruitment and induction procedures are robust, helping to ensure that all those working with the children are suitable to do so. There are induction procedures in place. Monthly supervision meetings and annual appraisals ensure that staff remain suitable for the post. This helps to guarantee that staff practice and quality of teaching is monitored well, and training needs are identified and taken up as required. Any concerns about staff practice are quickly addressed, effective steps are then taken to address the concern. Staff are well qualified and are continuing to update their qualifications, as they study for the next level.

Risk assessments are thorough, and as a result children are cared for in a safe environment. Good adult to child ratios are maintained and staff are deployed well, ensuring that children are supported effectively in their play and learning. All the required records are comprehensively maintained and monthly reviews of accidents further ensure that children's health and well-being are protected. The manager monitors the educational programme to ensure that it is broad and balanced, and reflects individual children's specific learning needs. Through this close monitoring of children's development, the manager and staff can quickly respond to any delays or gaps in children's learning. Improvements made since the last inspection demonstrate the nursery's drive for excellence. The previous recommendations have been successfully implemented. For example, children's access to appropriate hand-drying facilities has been improved. Paper towels are provided in the playroom and a hand dryer has been fitted in the bathroom. This means good hygienic practices are promoted well. The management team use self-evaluation and action planning effectively to make changes and improvements. They set clear and precise targets for ongoing development. They constantly review the strengths and areas for improvement, clearly demonstrating that improvements are made. For example, the playroom has recently been painted. Staff have met to review how they plan and record children's development. They are currently sharing ideas, using best of these to introduce a new and improved system that everyone understands. Parents' views are sought through questionnaires and incorporated into the self-evaluation, along with advice that is provided by the local authority support officer.

Partnerships with parents are good and positive relationships ensure children's needs are met. Parents speak highly of the nursery and feel that staff keep them well informed

about their children's learning and development. In particular, they comment that the nursery is homely because it is not too big. Staff are friendly and there are always plenty of staff available for children, who often receive one-to-one care. Staff work hard to involve parents in the life of the nursery. They offer open sessions that parents can attend and encourage parents to stay for breakfast with their children. They invite parents to attend courses that staff are attending, such as first aid, as this benefits everyone, should there be an accident. Children with identified needs are supported well, and staff work closely with parents and outside agencies to provide appropriate intervention, helping children reach their expected levels of development. Overall, this is a good, friendly nursery where children receive a positive early years' experience, which lays a solid foundation upon which to support their future learning.

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	EY407920
Local authority	North Tyneside
Inspection number	850869
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	48
Name of provider	Gemma Louise McEntee
Date of previous inspection	28/07/2011
Telephone number	07500 116 133

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Type of provision

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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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