

# Little Gems Day Nursery

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

<b>Inspection date</b>	14/07/2014
Previous inspection date	07/10/2013

<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

- Children's individual needs are well met because staff work closely with parents and other agencies to successfully reduce gaps in children's learning and help them make the best possible progress.
- Children in the pre-school group extend their learning and develop good independence and confidence as they use the well-resourced undercover outdoor play area throughout the day.
- Children make good progress because staff use their thorough knowledge of children's individual needs to focus on promoting their learning.
- Children enjoy being in the nursery and are motivated and enthusiastic learners due to the positive and encouraging approach from staff, and the friendly and welcoming environment.

### It is not yet outstanding because

- Older and more able children are not provided with a wide range of resources that challenge their physical abilities.
- Staff do not always provide a wide range of accessible resources in each group room to strengthen children's awareness of differences in society.

## 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 activities in the indoor and outdoor play areas.
- The inspector completed a joint observation with the manager of the provision in the outdoor play area.
- The inspector talked with staff, children and the manager at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation and checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of parents' views spoken to on the day of the inspection.

## Inspector

Catherine Greenwood

## 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 outdoor 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, except for bank holidays. Children attend for a variety of sessions or full day care. There are currently 113 children on roll in the early years age range. The nursery receives funding for the provision of free early education to children aged two, three and four years. The nursery supports children with special educational needs and/or disabilities. A total of 18 staff work directly with the children; all of whom hold appropriate qualifications. In addition the nursery currently employs a qualified apprentice.

### What the setting needs to do to improve further

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

- extend the resources to provide older and more able children with more physical challenge
  
- extend the range of resources to strengthen children's awareness of differences in society.

### Inspection judgements

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

Children's individual needs are well met and they make good developmental progress. Staff know their key children well, dedicate their time to helping them learn and provide them with a caring and stimulating environment. Consequently, children develop the skills they need for their future and starting school. Staff successfully involve parents in children's learning and development. Staff share observations, assessments and summaries of children's progress with parents and agree the next steps for children's learning. All staff know the children well because they record and share information with each other about children's individual achievements. Parents receive regular newsletters with information about activities that keep them well informed about children's learning. Staff explain to parents about how children learn to read and provide them with homemade books so they can be involved in promoting children's ability to learn the sounds of letters. Staff plan activities for each child that are linked to their interests and aims for their individual development. Children are provided with varied activities, for example, they collect stones to make collages and count them in numerical order, sing and follow movements during counting rhymes and explore color change whilst mixing

paint. They explore sounds by making their own musical instruments and use the computer and white boards to make marks. Children show great enthusiasm as they fill and empty containers with small bricks. They help staff to make modeling dough and use tools to create designs. Children develop good vocabulary through lots of opportunity to enter into discussions with staff and use letter and sounds boxes as well as play games of 'I spy'. Staff show interest in what children say and respond in a positive way that encourages them to listen and talk.

Staff provide lots of opportunity for children to be physically active indoors as well as outdoors. Consequently, children develop good control of their movements from an early age, for example, as they jump into an indoor ball pool, balance independently on low-level boxes and ride wheeled toys. Staff promote this area of learning by planning activities, such as parachute games. Babies quickly develop new skills as they learn to use a rocking caterpillar. However, the play equipment available to older and more able children does not always challenge their physical abilities. Staff interact with children in a very positive way to help them achieve their aims and promote their learning. They help babies take it in turns to use stacking rings and stay close to them when they look in a low level mirror. Babies develop their senses as they explore objects, such as coconut shells, material and feathers in a treasure basket, play with dried pasta and explore bubbles as they sit and play in water. Staff provide children with a good balance of adult-initiated activities as well as time to play freely. For example, in the pre-school group children enthusiastically join in large group activities where they initiate and copy movements during a familiar game. Staff challenge children to think, find out more and test ideas through trial and error. For example, they encourage children to shout through the ends of a plastic cone in the garden to create different sounds. Children in the pre-school group take part in a daily welcome activity where they share news from home, listen to stories, sing and play games where they learn to recognise their name. Staff initiate memory, and hide and seek games and encourage children to make up their own stories. Children learn about weight, match it to number and record their findings as they put small plastic bears into weighing scales. They collect fallen cherries in the garden which they mash up and use in an outdoor mud kitchen.

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

Children are happy, settled and well behaved. Staff set clear boundaries to help children learn what is expected. They motivate children to try things for themselves as they show them how to use the resources and then give them time to explore them independently. For example, during foot painting activities in the garden. Children enjoy being in the nursery and form close relationships with staff and other children. Consequently, they show good self-confidence and enjoy learning as they take part in a wide range of stimulating activities. For example, during a large group activity pre-school children enjoy creating different facial expressions to reflect a variety of feelings. Children's good health is fully promoted. They have lots of opportunity to play outdoors in the garden and enjoy healthy snacks that include a variety of fresh fruit. Staff encourage children to eat healthy food by asking them to help cut up fruit for snack time and take part in planned activities where they make 'fruit skewers'. Children develop good self-help skills as they pour their

drinks of milk and clear away their plates. Staff provide parents with ideas for healthy items they can put in children's lunch boxes. Staff have a good knowledge of children's individual dietary needs and allergies and make sure children do not share food at mealtimes. Staff follow good hygiene procedures when changing nappies and make sure children are fully dressed before they return to the play room.

Overall, children are provided with a good range of indoor and outdoor play equipment that promotes their learning. Children in the pre-school group enjoy playing outdoors all year round and show good independence as they use a wide range of resources in an undercover area adjacent to their main group room. Consequently, they show good self-confidence as they choose what they want to do and learn as much outdoors as indoors because staff organise resources so they are easily accessible and varied. Younger children learn about their own safety as staff help them learn to negotiate the few steps between the lower and upper levels of the garden. Children's individual needs are well met. The nursery obtains books which staff read to help children understand their home lives and accept differences. Staff plan activities that help children begin to understand the wider world. For example, they encourage children to try different food from around the world. However, there are limited resources that promote positive images of difference, which reduces the opportunities for children to develop their awareness of differences in society. Children move smoothly between the nursery and school. Staff invite teachers from local schools to visit to share information before children leave to start school. Staff also take children to visit local schools and read books that help them know what to expect and encourage them to talk about how they feel.

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

This inspection was brought forward as a result of information received by Ofsted that raised concerns about unexplained injuries to children and that on one occasion a child was left unsupervised in the garden. At inspection we looked into this concern to see whether the nursery was meeting the safeguarding and welfare requirements; in particular, the requirements relating to safeguarding practice, child supervision, staff deployment and risk assessment. We found that on one occasion staff had not followed the nursery procedures to count the number of children present before leaving the garden to go back indoors. However, this was for a very short period of time whilst other children were still returning to their group room. Following the incident, the provider took immediate action to ensure this does not happen again, including meeting with parents, reinforcing headcount procedures with all staff and taking disciplinary action. We also found that staff have a good knowledge and understanding of the action to take if they are concerned a child is at risk of harm and follow the correct procedures for recording and reporting any injuries that children sustain in the nursery or outside of the nursery. Staff usually supervise children well and make good use of risk assessments to ensure they are well deployed indoors and outdoors so that children can be seen at all times during their play. Staff have reviewed their care procedures and now immediately dress children after changing their nappies to prevent the risk of abrasion to their skin when they sit on the carpet.

All staff complete child protection training that safeguards and promotes children's well-being. The manager regularly reviews staff's understanding of child protection policies and procedures to ensure they are effectively implemented in everyday practice. All staff have had appropriate checks completed to check their suitability to work with children. Leaders' and managers' roles are clearly established and they understand and meet the requirements of the Early Years Foundation Stage. The owner and manager attend local authority provider meetings which keep them up to date with changes in regulations. Staff have good training opportunities. Since the last inspection, they have completed training on behaviour management, sign language, and observation, assessment and planning. This has reinforced positive ways for them to manage children's behaviour, developed their ability to communicate with children and changed how they complete observation records so they can spend more time interacting with children. There are robust recruitment and induction procedures in place which are used effectively in practice. All staff receive regular supervision and appraisals which include the identification of their ongoing suitability to work with children. The manager moves around the nursery throughout the day to monitor staff practice and joins in group room meetings. This gives her a good overview of how staff are meeting children's individual needs. The manager provides good support for apprentices and gives them feedback about the strengths and weaknesses in their practice, aims for improvement and ideas about how this can be achieved. Consequently, apprentices clearly understand their role and responsibilities and gain self-confidence as they work directly with the children.

Children's individual needs are well met because staff and management closely monitor children's progress. They work together very well with parents and other agencies to provide challenging activities that successfully reduce gaps in children's learning and development. Self-evaluation is good. The nursery seeks parents' suggestions for improvement by including a slip on the bottom of monthly newsletters which encourage them to share ideas for future developments in the nursery. In addition, parents are invited to complete an annual questionnaire. Since the last inspection, the nursery has made continuous improvement. They have created a growing area which children use to plant fruit and vegetables, a mini beast area with resources for children to investigate and provided outdoor mark making materials and den building equipment. They have also introduced a book library scheme to encourage parents to read to their children at home. Parents are always informed about forthcoming changes in the nursery and are involved in fundraising events. The owner and manager work closely together to drive improvement, respond in a positive way to staff suggestions and involve them as much as possible through using action plans. Plans include building a tree house and bird watching area, and introducing a toy library scheme for parents. Recommendations made at the last inspection to further promote children's literacy skills have been met. Staff now provide opportunities for children to make up and tell their own stories and use wipe boards, brushes and water to make marks outdoors. Partnership is good. Staff work closely with other agencies to meet children's individual needs. They use their observations to help children achieve aims within individual education plans, discuss how they can adapt the premises and use specialised equipment provided by the outside agencies. Staff display information, for example, from physiotherapists that enables the whole staff team to provide a consistent approach.

## 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

<b>Unique reference number</b>	EY444262
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	981786
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	50
<b>Number of children on roll</b>	113
<b>Name of provider</b>	Little Gems Day Nursery Partnership
<b>Date of previous inspection</b>	07/10/2013
<b>Telephone number</b>	0

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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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