

# Tiny Gems Day Care

TINY GEMS, Waltham Avenue, Hayes, UB3 1TF

<b>Inspection date</b>	12/11/2014
Previous inspection date	28/11/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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

- The nursery has made many improvements since their last inspection. These have had a significant impact on teaching and children's learning and progress.
- Children enjoy a broad range of learning opportunities and are very engaged in their play. They have fun and are happy at nursery.
- Staff have a good knowledge and understanding of individual children's needs. As a result, children are making good progress in line with their age and stage of development and relative to their achievements on entry to the nursery.
- Children have warm relationships with the staff who care for them. The nursery is welcoming and inclusive.

### It is not yet outstanding because

- Staff are not always confident to extend their discussions with children to enable them to make further links about what they do, or how they do it.
- There are fewer opportunities to extend how props are used during story times, or how children use books for a purpose, for example non-fiction books in the play environment.

## **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 children in their play and during their interactions with staff, both indoors and outdoors.
- The inspector spoke with children, staff and parents.
- The inspector met with the co-owners and discussed how they evaluate their setting and plan for their ongoing improvement.
- The inspector conducted two joint observations with the co-owners.
- The inspector sampled the nursery's documentation and children's development records.

**Inspector**  
Aileen Finan

## Full report

### Information about the setting

Tiny Gems Day Care originally registered in 2006, but re-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 a main large room, with separated area for the under-two-year-olds. All children 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 the compulsory and voluntary parts of the Childcare Register. There are currently 34 children on roll up to the age of eight. Of these children 23 are in the early years age group. The nursery supports children who speak English as an additional language. They are funded for children aged three and four years of age. The nursery employs seven staff including the two co-owners; and all staff hold appropriate early years qualifications.

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

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

- develop the staff's skills in extending discussions with children so that children grow in confidence in their speaking skills and learn to make links in what they do.
- extend children's enjoyment of books further by considering the use of non-fiction books, props and discussions.

### Inspection judgements

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

Staff have a good understanding of how to promote children's learning. They know the children well and, as a result, are able to tailor learning to the needs of the individual child. The assessment processes are much improved since the last inspection. Staff make accurate assessments about children's play and their achievements. These observations inform future planning for children's individual next steps. Staff regularly share children's achievements with parents. There are effective systems for when children move from the younger-aged area to the main play area. Children move when they are ready for the transition and are supported effectively through the established key-person system.

Staff are warm, caring, friendly and enthusiastic. As a result, children are content to invite them into their play. Staff promote children's emerging speech well, because they

regularly introduce new words and phrases. Outdoors children busy themselves as they play. They happily help staff to wipe excess rain water off their sit-on cars and other play equipment. Children have fun jumping in the puddles. As it starts to rain, children hold up the hands and feel the rain drops. Staff proactively introduce new words and encourage children to think of more. For example, children had fun learning new terminology, such as 'wet', 'drizzle', and 'clouds'.

Overall, teaching practice is good. Staff are confident in their interactions with children. For example, they use open-ended questions during adult-led activities and help children to play independently in their role-play, for example as they created a hand-puppet show. However, sometimes, staff miss opportunities for extending children's thoughts and views, and confidence to talk about what they do, and how they do it. For example, staff do not always stand back and take more time to listen and encourage children to think more curiously for themselves. Nevertheless, in the main, staff promote children's communication and listening skills effectively. Children engaged well during an adult-led activity. Staff gave timely reminders about sitting still, listening and waiting turns to speak. Children were cooperative and eager to take part. They waited in anticipation as the staff member took out different items, for example a feather duster, and pretended to 'tickle' the children. Children later looked at different types of paper. They identified wrapping paper had patterns with hearts and spoke about the different colours and textures. Staff extended children's learning well. They asked the children to think about what sounds the paper could make, and introduced new terms such as 'scrunch' and 'squash'. Children spoke about when they may use wrapping paper. They confidently suggested Christmas, birthdays and weddings as examples. As children looked at other items in the basket, staff were able to model play. They looked at a toy that, when pressed, let air out to lift the ball sitting on top. Children were confident in suggesting that the ball was 'rising' and 'hovering'. This well-planned activity thoroughly promoted children's learning in taking turns, listening and growing confidence to take part and use language.

Children are developing an interest in books. They were excited when a delivery of new books arrived. The children eagerly looked through these with staff as the books were unpacked. They talk about their favourite books and staff take time to read some of the children's chosen stories. Children listen well and confidently recall what was happening in the story. As part of their evaluation, staff are planning to take children to the local library for visits, and children are bringing in their favourite books from home. At other times during the day, staff take time to read to children during their play activities. Staff miss some opportunities to extend children's enjoyment of books further; for example, by using more props during story times, or encouraging discussions that help children to understand terms such as 'page', 'start', 'middle' or 'end of story' so they can put stories into context more. Likewise, there are fewer non-fiction books around the nursery to help children explore or find out meanings.

The youngest of the children have fun. Babies explore with dough together with their key person. Resources are close by in order to encourage grasping and reaching. Staff show the youngest children how to 'pat' and 'bang' on the dough. Staff proactively bring in words such as 'press' and 'squash' as they play. Toddlers occupied themselves in the flour tray during sensory play activities. They explored happily, looking at the marks they made as staff guided their fingers. Staff helped children to learn about shapes. As staff guided a

child's finger, he was able to see circles, triangles and squares, for example. This good practice helps children to give meaning to the marks they make.

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

Staff and children have warm bonds with one another. The key-person system is effective, so children feel content, happy and emotionally secure while in nursery. Babies and toddlers receive lots of attention and have lots of space to play and move about in. Staff promote the younger children's individual routines well. For example, babies and toddlers can sleep according to their own needs. Older children are supported in being independent in making choices about what they do. They are confident in making these choices and can access their toys and activities easily.

The nursery environment is well resourced and offers a stimulating and challenging place for children to play in and learn. Toys and activities span a broad variety of learning, which helps children to have many interests and achieve in all aspects. Staff offer children regular opportunities for outdoor play and learning, and therefore they benefit from fresh air and physical exercise. The outdoor environment, although under reconstruction and improvement, offers a base for children to think creatively, explore and consider their own assessment of risk and safety. Staff have been collecting large and smaller tree branches to promote this. Children eagerly play with these, arranging them to make an imaginary 'fire'. Staff take time to talk about safety. They ask what the children need to think about if making fire, and how to carry the branches safely, thinking about other children who may be around them. Further learning opportunities stem from the challenging outdoor environment. Staff took smaller branches and banged them together, then used other areas of the environment to promote how the children think about the different sounds. Children engaged well. They struck the branches against wood, then a saucepan, for example. They listened and thought about the different sounds that they made. Other children created a house from the branches. They worked alongside each other, helping one another to balance the branches. With staff, they recalled the story of the 'Three Little Pigs', understanding that one of the houses was the house of sticks.

Staff are good role models to the children. They are deployed very well and are always on hand to supervise children effectively. Children are encouraged to be polite and considerate of others. This is very evident throughout the day, during the nursery sessions and later in the day when the older children arrived for the after-school provision. Children's behaviour is very good. This means that children understand the expectations of the staff who care for them.

Staff offer clear messages to children about health and hygiene. Children are developing a good understanding of self-care and understand the importance of washing their hands prior to eating, for example. They do this with very minor distraction. Staff understand children's individual needs, including children's dietary needs and/or allergies, and adhere to these at all times. Children enjoy healthy meals and snacks, either provided by the nursery or by their parents. Lunchtimes are sociable occasions and all the children eat together. Babies are given individual attention and are encouraged to feed themselves,

and older children's independence is promoted very well. Older children help to prepare fruits for snacks and lunch. They help to lay the tables and clear their plates after eating.

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

Staff have taken effective action since their last inspection to address the weakness of their provision. This action has much improved the outcomes for children. The management team provides a strong focus for driving forward improvement. Staff have evaluated the nursery environment and how they plan for children's learning. The management team is confident to assess its strengths, following extensive reflection of practice, and there are now established systems for evaluation. These systems take into account the views and suggestions of staff, children and parents. All the actions and recommendations set at the previous inspection have been met. Priorities for the future include further improvements for the outdoor area, to extend and enhance the ways in which children learn outdoors.

The management team demonstrates strong leadership. As a result, staff morale is high. The systems for recruitment, supervision and training of staff are robust. Consequently, this helps to ensure that the staff working with the children are suitable to do so. Staff have a good understanding of the Early Years Foundation Stage safeguarding and welfare requirements. All staff complete safeguarding children training as part of their induction. They understand the procedures to take should they have any concerns about a child in their care. Staff adhere to the robust policies and procedures during their daily practice. These policies are shared with parents so that they understand the procedures that support children's safety, health and well-being. Risk assessments for the environment are reviewed consistently and staff complete regular checks both indoors and outside so that children can play happily and safely. Staff are deployed well throughout the day, which means that children are supervised effectively. All staff hold a recognised paediatric first-aid training certificate. This means that the staff are able to deal with any minor accidents that may occur, and that there are always staff available with this knowledge and understanding in times of medical emergency. This good practice promotes effectively the well-being of children.

The nursery and out-of-school provision offer a welcoming environment and inclusive environment for children and their families. Staff have developed a much greater awareness of the environment in order to offer children stimulating and challenging activities. The play areas have been adapted since the last inspection, and the impact is that children are now much more engaged in their play and learning. Resources are now more easily accessible. Further training for staff and evaluation of how children's learning is monitored have also had a positive impact. Staff demonstrate a secure understanding of the learning and development requirements of the Early Years Foundation Stage. Staff meet with parents prior to children's entry to the nursery to discuss children's interests, home backgrounds and development so far. This means that they are able to develop a good awareness of the individual children they care for. The key-person system is well embedded into daily practice. There are effective systems for assessing children's

achievements and planning for their next steps. Consequently, children are making good progress and show readiness for their next stage of learning.

The nursery team has well established partnerships with external professional agencies and the local authority, who have been very supportive in helping the nursery meet its potential. Partnerships with parents are now well established too. Parents are invited to join the 'parenting debate' in order to seek their views about the nursery and children's learning. Parents receive newsletters and informative feedback at the end of the session. They are invited to meetings with key-person staff to discuss children's progress and are encouraged to be part of children's learning. For example, parents are contributing to children's journals by providing photographs and information about what children do at home. Parents are positive about the nursery. They state that they regularly see children's journals and that parental input is valued. Parents add that their children love the outdoor learning opportunities and are confident individuals who enjoy socialising with the other children. Parents further praise the staff, who they say are supportive and friendly.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	EY465423
<b>Local authority</b>	Hillingdon
<b>Inspection number</b>	962942
<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>	44
<b>Number of children on roll</b>	34
<b>Name of provider</b>	Tiny Gems Day Care Limited
<b>Date of previous inspection</b>	28/11/2013
<b>Telephone number</b>	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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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