

Little Jems Nursery

13 Swinburne Street, Jarrow, Tyne And Wear, NE32 3ED



Inspection date

Previous inspection date

7 September 2016

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff are well qualified and the overall quality of their teaching is good. They use a wide range of effective strategies to support children's learning and help them to make progress.
- Staff are supported well in the nursery through effective induction, training and supervision opportunities. This helps them to reflect on and improve aspects of their practice, including the effectiveness of their teaching.
- Children's good health is supported well. Fresh, healthy meals and snacks are provided and they access the outdoor area on a daily basis.
- Children behave well in the nursery. Staff help them to understand simple rules and boundaries set and provide gentle explanations to diffuse minor conflicts, should they arise.
- Information sharing between staff is good when children move through the nursery. This provides continuity in children's learning and helps them to demonstrate motivation and confidence as they play.
- The manager seeks the views of parents and staff to help her identify areas for further development of the nursery. This aims to support children's outcomes over time.

It is not yet outstanding because:

- Occasionally, the group size when very young children access activities in the soft-play room is too big. They do not always have enough space to move around and fully extend their physical skills.
- Staff have not yet focused closely enough on developing strong partnerships with schools, in order to support children most effectively when it is time for them to leave the nursery.

What the setting needs to do to improve further

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

- plan the use of the soft-play area more effectively, giving babies and young children more space to move, roll and explore as they develop body control and coordination
- strengthen relationships with schools so that there is a more effective method for sharing knowledge and understanding about children's learning when they leave nursery.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the manager. She looked at and discussed relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.

Inspector

Nicola Jones

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff receive regular training and updates and know how to respond should they be concerned about a child's welfare. They know who to contact if an allegation is made against them or if they have concerns about any inappropriate behaviour from a colleague. Overall, the manager maintains a good overview of the educational experiences provided in the nursery. She reviews children's assessments regularly. This ensures individuals or groups of children receive early intervention and support from external agencies, if required, to meet their individual needs. The views of parents are sought through verbal discussions and a suggestions box. Their feedback is valued and contributes well to self-evaluation, which is used to drive improvements.

Quality of teaching, learning and assessment is good

Staff support very young children well to develop their speaking skills. Information from assessment is used well to plan challenging activities to help children make good progress in their learning. Staff name objects for children and use equipment, such as old mobile telephones, to extend their growing vocabulary. Children try to copy simple words. They hold telephones to their ear and attempt to say hello. Staff support older children equally well. They provide good opportunities for children to develop their investigation skills. Children use their hands and explore making their own dough. They experiment with small balls and roll them along lengths of guttering. Parents engage in regular conversations with staff, keeping them updated with the progress their children are making. Staff encourage parents to share what their children have been learning at home and while they have been on family holidays.

Personal development, behaviour and welfare are good

High-quality information is gathered from parents when children first start attending the nursery. Information, such as children's sleep and feeding routines, is collected and used well to maintain continuity in the care they receive. Children receive good levels of care throughout the nursery. Staff recognise when they are feeling tired and place them to sleep, meeting their physical and emotional needs. Children's independence skills are fostered well. They are encouraged to gradually take control of activities, such as putting on their own apron at snack time. Good opportunities are provided for children to learn outdoors. They have access to a purpose-built area on the first floor of the nursery where a wide range of stimulating experiences are provided. Children engage in activities, such as large-scale building, and they experiment with sounds on a large arrangement of musical instruments.

Outcomes for children are good

Children make good progress in their learning and some make progress that is better than good. Children of all ages develop early reading skills. Very young children and babies choose their own books to look at while older children engage well when staff read stories to them. This provides children with the skills and knowledge they require in readiness for school.

Setting details

Unique reference number	EY484448
Local authority	South Tyneside
Inspection number	1002358
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 3
Total number of places	34
Number of children on roll	30
Name of registered person	Little Jems Nursery Partnership
Registered person unique reference number	RP534218
Date of previous inspection	Not applicable
Telephone number	01914899909

Little Jems Nursery was registered in 2015. The nursery employs 11 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3, including the manager, who also holds early years professional status. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2016

