

Inspection date	7 December 2016
Previous inspection date	16 August 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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

- Significant improvements have been made since the last inspection. The highly motivated, newly appointed manager has successfully addressed all the actions from the last inspection. Outcomes for children have been significantly improved as a result of all the hard work that has taken place.
- The highly qualified staff demonstrate consistently good teaching. Staff, even those who have been in the nursery for a few months, know their individual key children very well.
- Good quality observations and accurate tracking help staff to plan interesting and motivating activities and experiences for children. This results in all children making at least good progress from their starting points.
- Staff keep parents well informed about their children's development and day at the nursery. For example, staff provide daily feedback and share information about children's progress.
- Arrangements for the recruitment and supervision of staff are strong. Staff are set challenging targets and are supported to extend their knowledge and skills.

It is not yet outstanding because:

- Staff sometimes direct children too much during activities. On these occasions, children are not able to use their imagination and explore using their senses.
- On occasion, staff ask children questions in quick succession and do not allow them enough time to think and respond with an answer.
- Staff have not yet considered a variety of ways to gather the views of all parents, to inform the self-evaluation of the setting and further improve the outcomes for children.

What the setting needs to do to improve further

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

- provide children with more opportunities to be creative, imaginative and explore a variety of materials using all of their senses
- provide children with more opportunities to think about the question that has been asked and respond in their own way, to further encourage their thinking and speaking skills
- make better use of the views of all parents in the self-evaluation processes of the nursery to drive forward future improvements and improve the outcomes for all children.

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 nursery manager. She looked at relevant documentation, such as policies and procedures and evidence of the suitability of staff working in the nursery.
- The inspector spoke to some parents during the inspection and took account of their views.

Inspector

Tracy Hopkins

Inspection findings

Effectiveness of the leadership and management is good

The manager is passionate about her role and she strives to provide the highest quality of care and learning for children. She has recently recruited new staff who are dedicated and enthusiastic and share her vision. The staff team has worked tirelessly to bring about change and improve the nursery. Arrangements for safeguarding are effective. Staff keep their child protection knowledge up to date through their attendance at relevant training courses. The manager also tests staff's knowledge by asking them questions about various safeguarding scenarios during everyday activities. Staff have a secure understanding of the signs and symptoms of possible abuse. They know the local procedures to follow in the event of a concern about a child in their care. Children's individual progress is monitored in the setting to identify any gaps in their learning. The manager extends this to monitor the progress that groups of children make, to help her identify any patterns or weaknesses in their learning, or in the provision they access.

Quality of teaching, learning and assessment is good

Children are encouraged to lead active and healthy lifestyles. They have regular outdoor play where they learn to climb and ride bikes. Following precise assessments, it has been identified that there are a number of children who prefer to learn outside. Staff have improved this area of the provision and ensure that children access all areas of learning in the outdoor environment. This has improved the outcomes for all children. Children are developing their mathematical skills through counting and comparing sizes during activities and routines. For example, they count the cups as they give them out at snack time. In addition, staff introduce vocabulary, such as 'full' and 'empty'.

Personal development, behaviour and welfare are good

Staff are friendly and courteous role models and children learn to be polite and to respect other people. They share, take turns and play harmoniously together. Children receive lots of positive praise and encouragement for their kind behaviour, which helps to raise their confidence and self-esteem. Consistent routines mean that children know the behaviour that is expected. For example, staff use bells to let the children know it is time to tidy away. Children eagerly help tidy away and inform each other about what to do. Children's independence is promoted well and they learn to feed themselves. Staff help children to make healthy choices in their diet. For example, they teach children about taking enough, but not too much, fruit for snack. Staff work with parents to identify children's care needs and follow the routines they have at home. Children build secure relationships with the staff.

Outcomes for children are good

All children make good progress in their learning and development. They are acquiring skills, knowledge and attitudes to learning that prepare them well for starting school. Children know the words and actions to familiar rhymes and songs. Children of all ages show a love of books. Younger children lift flaps and feel the textures while older children handle books with care and competently turn the pages.

Setting details

Unique reference number	EY487667
Local authority	Leicester City
Inspection number	1071904
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 4
Total number of places	25
Number of children on roll	21
Name of registered person	The Leicester Islamic Academy Trust
Registered person unique reference number	RP534473
Date of previous inspection	16 August 2016
Telephone number	07442496073

LIA Gems was registered in 2015. The nursery employs six members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday, all year round. Sessions are from 7.45am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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