

# Tiny Gems Nursery

2 Ambassador Road, Leicester, Leicestershire, LE5 4DL



<b>Inspection date</b>	19 December 2016
Previous inspection date	27 August 2013

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

- Teaching is good. Staff have a good understanding of how children learn. They observe and monitor children's achievements closely. This helps them to plan activities that interest, motivate and challenge children.
- Parents comment highly about all aspects of their children's care and learning. They value staff's suggestions about how they can contribute to their children's learning at home. Staff keep parents well informed about the progress their children make.
- All children, including those who speak English as an additional language, progress well in their communication and listening skills. Staff speak a variety of different languages. They are well trained in promoting children's English speaking skills, while also supporting the development of their home language.
- The new manager is experienced and a well-qualified leader. She has implemented effective staff mentoring sessions, self-reflection and supervision meetings. This, as well as an effective programme of professional development, helps to maintain the quality of teaching to a good standard.
- Children's health is exceptionally well promoted. The nursery holds a recognised accreditation award for providing a wide range of healthy and nutritional meals. Parents participate in cooking sessions with their children, where they learn how to prepare and cook a range of healthy foods and snacks.

### It is not yet outstanding because:

- Methods for checking on staff performance are not yet embedded well enough to raise the quality of teaching to exceptional levels.
- Systems for analysing the progress made by different groups of children are still being developed.

## What the setting needs to do to improve further

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

- strengthen the procedures in place to help staff identify more precisely their own strengths and weaknesses in practice and increase the potential to drive the good quality of teaching even higher
- build further on the arrangements for comparing the progress made by different groups of children and checking that all groups receive the support they need to increase the potential for them to achieve at their highest possible level.

### Inspection activities

- The inspector took a tour of the nursery with the owner and manager.
- The inspector observed the quality of teaching during children's activities indoors and outside and assessed the impact this has on the children's learning.
- The inspector conducted a joint observation with the manager. She also held a meeting with the owner and the manager.
- The inspector spoke with the owner, manager and staff and interacted with children at appropriate times throughout the inspection.
- The inspector looked at the assessments of children's progress and the planning documentation.
- The inspector checked evidence of the suitability and qualifications of the staff and discussed the nursery's plans for improvement.
- The inspector took account of the views of parents spoken to during the inspection and looked at parents' written testimonials.

### Inspector

Jacky Kirk

## Inspection findings

### Effectiveness of the leadership and management is good

The manager reflects well on all nursery practices. She actively seeks the views of staff and the opinions of parents and children. She uses this information well to implement well-focused improvements in the quality of the provision. The manager accurately monitors staff's assessments of the individual progress children make. This ensures additional support strategies, such as small group and one-to-one activities, are quickly put in place to help close any gaps in the children's learning. Effective partnerships with the local authority early years service, schools and other professionals also help to provide children with any extra help they may require. Staff use the additional funding children receive effectively to promote their next steps in learning. Arrangements for safeguarding are effective. Well-trained safeguarding officers use a variety of methods that help all staff keep up to date with current safeguarding procedures. Staff are fully aware of their duty to prevent children being drawn into situations that may put them at risk of harm.

### Quality of teaching, learning and assessment is good

Staff skilfully question children to challenge and advance their learning. For example, they explain to younger children that the tractor has big wheels to help it go over the mud on the farm. During lunchtime conversations, older children self-assuredly talk about their own experiences of Christmas. They intently listen to the differing routines of the staff and their friends and readily accept others have different customs and enjoy different things. Parents take an active part in their children's learning at nursery. They contribute their time and provide additional resources that help to reflect and value the diversity of children's individual experiences. Staff provide a variety of ways to help children develop early writing skills. Children have regular opportunities to choose a reading book from the mobile bus library, which they enjoy reading with staff and their parents at home.

### Personal development, behaviour and welfare are good

Children are keen and eager learners. The indoor and outdoor learning environments are well organised. This enables children to freely explore and choose their own resources. This encourages children's confidence and helps to emotionally prepare them when they make moves within the nursery. Children form positive relationships with staff and their friends. They show they feel safe and secure. Children demonstrate high levels of self-control and respect for others. Older children instigate friendly conversations and are interested in each other's lives. Young children understand the importance of using tissues to blow their nose and know they have to be put in the bin.

### Outcomes for children are good

All children make good progress from their starting points and many make progress that is better than typical for their age. Young children accurately count the steps as they confidently climb the ladder up to the slide. Older children know the letter sounds in their name and some write their name accurately. Children demonstrate good thinking skills as they work out how to put up umbrellas and which buttons to press to make the toy car move. These skills prepare children well for the next stages in their learning, such as school.

## Setting details

<b>Unique reference number</b>	226992
<b>Local authority</b>	Leicester City
<b>Inspection number</b>	1063782
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	28
<b>Number of children on roll</b>	57
<b>Name of registered person</b>	Sabera Khan
<b>Registered person unique reference number</b>	RP511467
<b>Date of previous inspection</b>	27 August 2013
<b>Telephone number</b>	0116 2760504

Tiny Gems Nursery was registered in 1994 and is privately owned. The nursery employs 11 members of childcare staff. The manager holds an early years qualification at level 5 and seven members of staff hold relevant qualifications at level 3. The nursery opens from Monday to Friday, all year round, except for bank holidays. Sessions are from 8am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who have special educational needs and those who speak English as an additional language.

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