

Little Gems Pre-School

Wickham Community Centre, Mill Lane, Fareham, PO17 5AL



Inspection date	10 January 2018
Previous inspection date	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 support children who have special educational needs (SEN) well. They liaise with external agencies and gain a clear understanding of the challenges children face. Staff communicate well with parents about how to help children meet measurable targets.
- Staff extend children's knowledge of the world, for example, as they teach them about animals and their habitats. Older children are fascinated as they discuss the life cycle of creatures, and younger children thoroughly enjoy making animal noises.
- Additional funding is used very effectively, such as when staff use their knowledge of children's development to provide targeted resources. Recently they have provided children with toys to help them better understand their emotions.
- Staff are good role models. They encourage children to develop a sense of responsibility, such as when they demonstrate how to help tidy up. Children always follow instructions.
- The manager and her small staff team aspire to continue to offer children a good level of care and education. Children from a wide range of backgrounds prosper and make good progress in their learning.

It is not yet outstanding because:

- Partnerships with staff at other settings children attend are not fully established to offer children a more consistent learning experience.
- Occasionally, staff do not allow children the time they need to think about how they really want to respond to questions.

What the setting needs to do to improve further

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

- strengthen systems to share information with staff at other settings children attend so that children make the very best progress possible
- allow children the time they need to carefully consider their responses to questions, to practise using their developing speech.

Inspection activities

- The inspector observed staff teaching children indoors and outdoors during the inspection.
- The inspector spoke to parents about the communication they have with staff and the information they share about children's development.
- The inspector carried out a joint observation with the manager and, together, they reflected on the activity they had seen.
- The inspector held a meeting with the manager, which included discussions about the support she offers staff.
- The inspector spoke to staff at appropriate times about the progress of individual children and she also viewed their assessment records.

Inspector

Julie Bruce

Inspection findings

Effectiveness of the leadership and management is good

The manager continually works with staff to make the setting even more appealing to families in the local area. She makes changes that have a positive impact on children's attainment. For instance, improvements have been made to the organisation of the outdoor area to make it more appealing to children. Staff resource the area very well and create plenty of good-quality teaching opportunities. Children make the most of learning in the fresh air. Safeguarding is effective. The manager checks staff understanding of safeguarding, such as when she tests them with potential scenarios. Staff have a secure understanding of how to report concerns to help protect children. The manager holds regular meetings with staff to check they are happy in all aspects of their roles. They discuss how staff can develop their knowledge of how to educate young children. For example, staff recently used training to learn how to make children's next steps in learning more achievable. They are now more confident about meeting the needs of individual children.

Quality of teaching, learning and assessment is good

Staff support children to develop their creative skills. For example, children choose their favourite colours and earnestly squeeze out paints. Staff encourage children to use their physical skills to construct textured paint rollers. Children mix primary colours and predict the outcome. They carefully roll paint across paper and display pride in their finished work as they show their pictures to friends. The manager is currently reflecting on the planning system, to refine it and make the links to the early years outcomes clearer. Staff form strong partnerships with parents and they keep them fully informed about children's progress. They always check that parents agree with the assessments they make of children's progress. Staff help children develop an interest in mathematics, such as when they encourage them to identify numbers in the environment.

Personal development, behaviour and welfare are good

Staff encourage children to collaborate with each other. For instance, children have great fun fixing construction vehicles. They negotiate space carefully as they 'fly' around the room. Staff support children to develop good levels of independence. For example, children fetch their own aprons before taking part in messy activities, without being prompted by staff. New children receive a positive welcome and staff fully familiarise them with routines. All children form secure attachments to their key person and settle very well.

Outcomes for children are good

Children respect the rules of the setting. For instance, they always share the toys they bring in from home and they are very well behaved. Children develop a range of useful skills that they will be able to use when they move to school. For example, they display high levels of confidence. They talk to familiar people about their own experiences. In addition, children can identify a range of familiar letters and words.

Setting details

Unique reference number	EY494754
Local authority	Hampshire
Inspection number	1033624
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 4
Total number of places	18
Number of children on roll	10
Name of registered person	Gemma Louise Akins
Registered person unique reference number	RP513200
Date of previous inspection	Not applicable
Telephone number	07540449155

Little Gems Pre-School registered in 2015. The pre-school is privately owned and is one of three pre-school provisions owned and managed by the same provider. The pre-school operates in the community centre in Wickham, Hampshire. Children attend from 9am until 3pm on weekdays, during term time only. There are currently three staff, all of whom hold early years qualifications. The manager is an early years teacher. The pre-school receives funding for free early education for children aged two, three and four years.

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