

Little Gems Pre-School

The Youth Suite, Council Offices, Reading Road, Yateley, Hampshire, GU46 7RP



Inspection date

27 March 2018

Previous inspection date

10 November 2014

The quality and standards of the early years provision	This inspection:	Good	2
	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 expertly ask questions to develop children's communication and language skills. They plan a wide variety of interesting activities to meet the individual needs of children.
- There is a friendly, calm and relaxed atmosphere. Children happily engage in activities and behave well. They understand the rules and boundaries in place. Warm and welcoming staff are good role models.
- Partnerships with parents are good. Parents share very positive views about the pre-school. They value the ongoing feedback and continuous information they receive about their children's progress.
- Staff support children's transitions to school well. For example, visits enable good sharing of information and provide opportunities for children to become familiar with staff at their new school.
- Self-evaluation is accurate and includes the views of parents, staff and children. Actions taken to improve the quality of provision are carefully planned and effective.

It is not yet outstanding because:

- Information gathered from parents when children first start is not precise enough to accurately identify starting points in their learning.
- Staff do not consistently provide enough challenge for older children to further extend their learning and develop their problem-solving skills.

What the setting needs to do to improve further

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

- gather more precise information from parents about their children's development and prior achievements to enable a more accurate assessment of children's starting points in learning
- provide more challenging opportunities for older children to extend their learning and develop their problem-solving skills.

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 jointly evaluated an activity with the manager.
- The inspector talked to staff and children at appropriate times throughout the inspection and met with the pre-school manager.
- The inspector looked at a range of documentation, including the suitability checks of staff working in the nursery.
- The inspector took account of the views of parents in written feedback provided.

Inspector

Dawn Robinson

Inspection findings

Effectiveness of the leadership and management is good

Effective systems are in place to support and monitor staff practice. The manager holds regular supervisory meetings to enable her to assist staff and identify any training needs they may have. Safeguarding is effective. The manager and staff have a good understanding of child protection issues. They understand the policies that are in place and the procedures to follow if they have concerns about the welfare of any child. The manager completes regular monitoring of children's progress. Partnerships with other agencies and settings are well established. This helps to support children who also attend other settings or who have special educational needs (SEN) and/or disabilities.

Quality of teaching, learning and assessment is good

The manager and staff have a good understanding of how children learn. They enthusiastically interact with the children as they play. Staff know children well and help to develop their next steps in learning during activities. Children confidently enter the setting. They enjoy dressing up and singing or playing musical instruments on their newly constructed stage in the role-play area. This helps them to develop their creativity and recall the words to songs and rhymes. Children have opportunities to use a variety of tools. For example, they look for different sized eggs and Easter artefacts hidden in tissue paper grass using tools, such as tongs. Staff support children to develop their understanding of size and colour as they talk about and match the eggs.

Personal development, behaviour and welfare are good

Children settle quickly following introductory sessions and information gathered from parents helps to identify children's individual needs when they start. Staff teach children about good health and physical well-being. Children are provided with opportunities for daily exercise and practise good hygiene practices during toileting and handwashing. Children independently access their coats to go outside. Regular free-flow access to the outdoor learning environment ensures that those children who prefer to learn outside have plenty of opportunities to enhance their skills. Children enjoy playing with balls. They use them to help develop their physical skills as they kick them. Children explore what happens when they place small balls on sloping guttering. Mealtimes are social occasions. Staff reinforce good manners and encourage children to take turns and listen to each other.

Outcomes for children are good

Children make good progress from their starting points. They are motivated learners and engage with enthusiasm in the wide range of activities available. Children happily talk in small groups to adults and their peers. Older children listen attentively and confidently answer questions during group time. Children work well together to tidy up after activities. They use tools, such as scissors, with increasing skill. Older children recognise and can write their own name. They are beginning to link sounds to letters. Children are successfully acquiring some of the key skills they need to move on to their next stage of learning or school.

Setting details

Unique reference number	EY355477
Local authority	Hampshire
Inspection number	1070878
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 5
Total number of places	18
Number of children on roll	43
Name of registered person	Catherine Sarah Rich
Registered person unique reference number	RP513547
Date of previous inspection	10 November 2014
Telephone number	01252 873408

Little Gems Pre-School registered in 2007. The pre-school employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 or above. The manager holds a level 6 qualification. The pre-school opens from Monday to Friday, term time only. Sessions are from 9am to midday and from midday to 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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