

Inspection date	27 March 2018
Previous inspection date	15 January 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

- Leaders are reflective. They continually seek and implement new ideas to help them to improve and maintain good-quality provision for children.
- Safeguarding children is given high priority and is underpinned by staff's secure knowledge of child protection issues and strong partnership working.
- The clean and well-maintained premises provide homely and well-resourced areas for all children to play and learn both inside and outside.
- Children are happy and settled. They develop close bonds with consistent staff. Children enjoy their time at nursery, have fun and achieve well.
- Staff provide many interesting opportunities for learning through play. They know children well and shape their interactions with children to promote their good progress.
- Effective partnership working with parents and different professionals supports strong assessment and provision for children in need and those who have special educational needs and/or disabilities.

It is not yet outstanding because:

- Adult-led activities are not always highly focused or targeted to provide individual children with the highest levels of challenge to help them achieve as much as they can.
- Staff working with two-year-old children do not always plan highly effective play, particularly following mealtimes and during times when other children are sleeping.
- Occasionally, staff do not consistently implement the nursery's expected practices to help to promote children's speaking skills, particularly regarding the use of dummies.

What the setting needs to do to improve further

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

- enhance the planning of adult-led activities to help provide highly targeted experiences which challenge every child to achieve the highest levels possible
- provide more opportunities for two-year-old children to take part in highly effective learning experiences
- support all staff to consistently implement the nursery's preferred methods to help promote children's speaking 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 held a meeting with the leadership team. She looked at relevant documentation, such as records of children's progress and evidence of the suitability of staff.
- The inspector spoke with children and a small number of parents during the inspection. She took account of the views of others using the nursery's records.
- The inspector had a tour of the premises with the provider and evaluated the effectiveness of risk assessment and the maintenance of the premises and equipment.

Inspector

Angela Rowley

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Leaders work closely with other professionals to help to protect and promote children's welfare. Trusting relationships with parents provides continuity and helps staff to be alert to potential concerns. Early intervention helps staff ensure children or families who need it most are swiftly supported. Lead staff monitor and support less-qualified and experienced staff effectively. They check children's progress and identify gaps in learning to help them to improve teaching and address performance issues. Since the last inspection, they have improved opportunities for learning outside and are currently investing in more opportunities for children to use technology.

Quality of teaching, learning and assessment is good

Staff build relationships with parents right from the start and use what they know to begin to plan how to meet children's care and learning needs. Consistent staff observe and assess what children can do. They identify relevant priorities for individual children's learning and inform parents to help children progress. Most staff spontaneously use what they know about each child to promote their development as they play with and explore the interesting activities. Staff working with babies give high priority to promoting children's physical and communication skills. They provide many opportunities for moving and handling items and they model and repeat words expressively. Staff working with pre-school children provide good opportunities to support children's early reading and writing skills. They ask some effective questions which promote children's thinking and speaking skills. They demonstrate well to help children understand how to achieve a task.

Personal development, behaviour and welfare are good

This is an inclusive nursery. Everyone says they feel welcome and that all children are valued. Children develop secure relationships with familiar staff. Children who are new to the nursery settle quickly. They show how safe they feel as they confidently explore. Older children challenge themselves to take small risks outside as they run down the gentle slope. They enjoy physical activity sessions, such as football with a coach. Their good health is further promoted through the vigilance of staff as staff manage illness and infection with care. Staff organise mealtimes as a way to help children to develop coordination and independence. They use some effective strategies to help children to manage their feelings and behaviour.

Outcomes for children are good

Overall, children make good progress. Babies develop early independence and are highly motivated to be involved and have a go with the interesting exploratory experiences that staff provide. By the time they leave pre-school, children play and learn independently. They learn to recognise their own names when they self-register and through good access to mark-making opportunities. They use writing tools with skill and ascribe meaning to the marks they make. Children seek out special friends to play and collaborate to enhance their ideas. They have fun together and enjoy and achieve well. Children develop many of the skills they need in readiness for school.

Setting details

Unique reference number	EY369022
Local authority	Salford
Inspection number	1088048
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 - 4
Total number of places	72
Number of children on roll	102
Name of registered person	Little Gems Private Day Nursery Ltd
Registered person unique reference number	RP909955
Date of previous inspection	15 January 2014
Telephone number	01617286036

Little Gems registered in 2008. The nursery employs 18 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 2 or above. One of the directors routinely works in the nursery alongside the manager who holds a qualification at level 4. The nursery is open Monday to Friday from 7.30am to 6pm, all year round, except for bank holidays and the week between Christmas and New Year. The nursery provides funded early education for two-, three- and four-year-old children.

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