

## Inspection date

3 April 2018

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 actively help children feel welcomed and valued in the nursery. Children respond positively to their caring and friendly approach and develop good emotional well-being.
- Children behave well and start to share toys and be kind to others from a young age.
- Staff form positive relationships with parents and work closely with them and any other professionals involved, to promote consistency for children's specific individual learning needs and care routines.
- Children happily explore the inviting play areas. Staff use their observations of children's play well to plan activities based on their interests and help them make good progress.
- The management team and staff continue to evaluate practice and have made positive improvements. For example, they have moved the role-play area to encourage the involvement and interest of boys and girls, and develop their imaginations further.

### It is not yet outstanding because:

- Although the management team and staff track children's individual achievements, they do not monitor the progress of different groups of children as well as possible to help identify any emerging gaps in their learning more precisely.
- At times, staff do not provide sufficient activities or organise circle times effectively to fully engage the involvement of the younger children and support their learning further.
- Although staff supervise children well, they sometimes miss opportunities to raise children's awareness of assessing risk in their play and keeping safe. For example, to help children understand how to consistently use the indoor climbing frame safely.

## What the setting needs to do to improve further

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

- improve the systems for monitoring children's achievements to identify how different groups of children learn and progress best, to close gaps in their learning more effectively
- improve the range of activities available and the organisation of group times, to fully engage the younger children's involvement and support their learning further
- provide more opportunities for children to identify possible risks and learn how to keep themselves and others safe from harm.

### Inspection activities

- The inspection took place following Ofsted's risk assessment process. The inspector observed children's interactions in play indoors and outdoors, and viewed planning systems and children's online assessment journals.
- The inspector viewed operational policies, procedures and required records, including staff qualifications and first-aid certificates.
- The inspector undertook a joint observation of children's play with the manager and discussed children's learning and development.
- The inspector took into account the spoken views of parents.
- The inspector had discussions with the owner and manager about operational procedures, including safeguarding, staff recruitment and training, evaluation systems, and how they make continual improvements.

### Inspector

Mary Daniel

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The management team supports staff well to understand their responsibilities to protect children's welfare. Staff are clear on the safeguarding policies and procedures they need to follow for any concern arising. The management team maintains correct staff-to-child ratios and actively encourages staff to develop their professional knowledge. For example, staff have attended training that helped them understand more about the causes of children's unwanted behaviour and ways to help them manage their emotions more effectively. Staff complete daily risk assessments and keep required records, such as accident forms, in order, to support children's welfare.

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

Staff get to know the children well and understand their individual learning styles. Staff support children's understanding of their world effectively. For example, children like to visit the local train station with staff. They meet the ticket master, give him their tickets and sometimes see a 'steam train' go by. Children explore exciting 'seaside' resources, such as seaweed, cuttlefish or driftwood. Children hold shells to their ears and say 'they can hear the beach'. Staff promote children's early writing skills and enjoyment of sensory textures well. For instance, older children have fun making marks on the outdoor blackboard using the large, chunky chinks. They begin to form recognisable letters and shapes, such as those from their names. Younger children enjoy standing in paint to create colourful footprint pictures, and make tracks in sand with the toy trains and cars.

### Personal development, behaviour and welfare are good

Staff actively encourage children's awareness of keeping fit and healthy. For example, children choose from healthy snacks of fruit and enjoy nutritious meals. Children enjoy active games, such as dancing with colourful scarves that they wave around them. Younger children gain confidence walking across the outdoor arch-shaped wooden bridge. Staff help children to take responsibility and become independent. For instance, children worked together to make a display board for their artwork and voted on which colour paper to use. They help to chop up fruit to make a smoothie drink. They take turns to operate the smoothie maker and 'whizz up' their fruit. Older children make good attempts to cut up their food at lunchtime, and all children help to tidy up their toys.

### Outcomes for children are good

Children gain good socialisation and communication skills to help them with their move to school. For example, older children quickly find their named placemats at the lunch table and help to serve food to their younger friends. Older children use language well to describe their ideas and tell visitors that they have made an aeroplane transformer. Children develop their imagination and start to act out experiences they have seen. For instance, younger children tuck their dolls up in cots and use play food to make pretend meals. Older children are motivated to count and do so often. They know numbers of personal significance. For example, they hear staff count to four and say, 'I'm four'.

## Setting details

<b>Unique reference number</b>	EY547022
<b>Local authority</b>	Dorset
<b>Inspection number</b>	1133550
<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 - 5
<b>Total number of places</b>	42
<b>Number of children on roll</b>	38
<b>Name of registered person</b>	Gemma Tobin
<b>Registered person unique reference number</b>	RP547021
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07917416327

Little Gems registered in 2017. This privately owned nursery is situated in Gillingham, Dorset. The setting opens Monday to Friday from 8am until 5.30pm all year round. The nursery receives funding to provide free early years education for children aged two, three and four years. There are seven staff employed. The owner, manager and one member of staff hold childcare degrees, one member of staff holds a qualification at level 4 and two staff hold childcare qualifications at level 3.

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Piccadilly Gate  
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