

Inspection date	20 June 2019
Previous inspection date	14 May 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
Effectiveness of 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 establish positive relationships with children. Staff get to know them well from the beginning by visiting them at home to get to know their likes and dislikes. Children are settled and happy. They have positive self-esteem.
- All staff keep parents fully informed and involved in their children's progress. They encourage parents to add to their children's learning records and regularly share helpful information with parents, such as internet safety tips.
- There are good opportunities for children to develop their writing skills to support their future learning. They write simple words with confidence.
- Staff support all children to make good progress, including those with special educational needs and/or disabilities. Staff liaise closely with speech and language therapists to share helpful strategies and advice.
- The manager and staff are keen to keep up to date with new early years information and build on their skills and knowledge even further. They attend a wide range of training that is beneficial to their practice. For example, they have learned about different ways to communicate with all the children by implementing basic signing.
- Children have good opportunities to explore and investigate the natural world. They enjoy regular bug hunts and look at nature up close using binoculars and magnifying glasses.
- Staff do not fully support children to understand the consequences of their actions as part of teaching them how to behave more maturely.
- Staff do not consistently encourage children to express themselves freely and be even more creative.

What the setting needs to do to improve further

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

- ensure that children fully understand the consequences of their actions and that they are clear about how they are expected to behave
- increase opportunities for children to explore different ways of being creative and encourage them to express themselves more freely.

Inspection activities

- The inspector observed the staff interacting with children and assessed the impact this has on children's learning.
- The inspector viewed the indoor and outdoor environments.
- The inspector looked at written documentation, including evidence of the suitability of all those working at the pre-school.
- The inspector spoke to the manager, children, parents and staff, and considered their views.

Inspector
Kelly Hawkins

Inspection findings

Effectiveness of leadership and management is good

The manager and staff evaluate their practice together effectively. They observe each other's teaching and interactions with the children. They provide helpful advice and use the feedback to support their future performance. The manager closely monitors the quality of care and teaching that staff provide. She holds regular individual meetings with staff and sets challenging targets for them to meet to develop their practice even further. Staff establish positive partnerships with other early years professionals. They liaise closely with staff at settings children also attend to share their achievements. This helps to provide children with a good, consistent approach to their shared care and learning experiences. Safeguarding is effective. The manager and staff have a good knowledge of the safeguarding procedures to follow to help keep children safe, ensure their welfare and protect them from harm. Staff help teach children how to remain safe, for instance, by regularly practising fire-evacuation drills. Children learn how to leave the building quickly and calmly in the event of an emergency.

Quality of teaching, learning and assessment is good

The manager and staff closely monitor and track the progress of individuals and specific groups of children, including those who speak English as an additional language. This enables them to quickly identify any gaps in children's development and provide good support to close them promptly. Staff help children to prepare for their eventual move to school well. For example, children recognise their name and simple words with confidence. Staff skilfully extend on children's ideas and interests. Following a recent trip to the farm, children role played being on the coach they travelled on, discussed the animals they saw and found the different animals as they played. Children are confident to communicate and share their thoughts. For example, they enjoy taking 'Charlie' the bear home and they are keen to share the adventures they have had with their friends.

Personal development, behaviour and welfare are good

Children have good opportunities to develop their physical skills. For example, they build and negotiate obstacle courses that they make, climbing and balancing on tyres and crates. Children gain a good understanding of the importance of healthy eating. They enjoy harvesting their own produce to enjoy at snack time, such as carrots, basil and lettuce. Children learn to understand the similarities and differences of people from around the world. As part of this, they learn about the traditions of other countries by exploring Chinese writing and dressing in Indian saris.

Outcomes for children are good

All children make good progress. Children gain good skills to support their future learning. For example, children confidently count as they play and complete simple sums. Children enjoy participating in simple experiments, for example, exploring different items with magnets to see if they are magnetic. Children have good opportunities to develop their interest and skills in technology. They use programmable and wind-up resources, such as voice-controlled and remote-controlled equipment.

Setting details

Unique reference number	122407
Local authority	Surrey
Inspection number	10108441
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	36
Number of children on roll	48
Name of registered person	Little Gems and Little Treasures Ltd
Registered person unique reference number	RP908032
Date of previous inspection	14 May 2015
Telephone number	01883 343678

Little Gems registered in 1993. It is located in a church hall in Caterham, Surrey. The setting is open on Monday to Thursday from 9.15am to 1pm and on Friday from 9.15am to 12.15pm, term time only. It receives funding to provide free early education for children aged two, three and four years. The setting employs seven members of staff, four of whom hold a relevant early years qualifications at level 2 or 3.

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