

Inspection of Little Gems Pre-School

61/63 North Lane, Aldershot, Hampshire GU12 4QF

Inspection date: 11 May 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children demonstrate a desire to learn. They are greeted warmly by the staff and confidently settle into the routine of the pre-school. Children demonstrate a secure understanding of how to behave and follow rules. For example, during imaginary play, children take turns making phone calls, sharing the handset. They talk animatedly about what they are going to do and confidently imitate adult phone calls.

Children make good progress in their learning. Staff demonstrate a secure understanding of how children learn and develop. For example, they provide opportunities for children to explore their senses, creating pictures with shells, seeds and beads on mirrors. Staff engage with children in their play. At times, staff do not allow children to explore their ideas and develop their thinking further. Older children are not consistently challenged in their learning.

Children benefit from a highly effective key-person system. Staff know their children exceptionally well. They ensure that they understand the unique needs of each child and identify individual learning styles. Children undertake targeted learning programmes to ensure any gaps in learning are swiftly reduced. Staff establish exceptionally positive partnerships with parents, other professionals, such as speech and language therapists, and local advisers.

What does the early years setting do well and what does it need to do better?

- The manager has a positive attitude to improving the pre-school. This is demonstrated when she plans purposeful and enjoyable professional development opportunities for her team. For example, staff complete training about different learning styles. This is having a positive impact on learning through the staff's deepened awareness of how to communicate with children.
- Staff develop excellent opportunities for children to talk about their feelings and emotions. This is demonstrated through the variety of stories and books that are used as a stimulus for discussion and activities. For instance, the children share the story 'I am a masterpiece' to explore the concept of uniqueness. The children use a picture frame to become a masterpiece themselves, saying what makes them unique and special.
- Staff are positive role models. They are kind and caring, and children form strong attachments with them. Parents comment on the communication about their child's learning and how the staff support the whole family, assisting with establishing effective routines for potty training, or supporting healthy eating through sharing recipes.
- During activities, staff get down to the children's level and actively engage with them. For example, staff encourage children to explore mixing mud, blossom

and leaves, talking about taking turns and watching what happens. However, staff can overlook opportunities to explore more challenging activities and develop mathematical language, such as using the wooden blocks to explore counting, size and spatial awareness.

- Children receive focused learning both individually and in groups. At times, staff do not extend the older children by developing their thinking and expanding their ideas further. For example, staff tend to move on with the conversation or activity before the child is ready.
- The manager observes staff regularly and gives them feedback on their performance. Staff have a wealth of knowledge between them and they are supported to attend new training courses. Staff introduced a speech programme in order to support children who have a speech delay or those learning English as an additional language. These children are now more confident when communicating with each other and staff.
- Staff demonstrate a strong understanding of the next steps for children's learning. For instance, they organise the pre-school environment effectively to support the focus on promoting children's physical skills. Children enjoy completing the 'mind moves' trail around the room, waking up their bodies while doing different exercises. They enjoy opportunities to explore play dough, developing their hand muscles.
- During snack time, children are encouraged to be independent. For example, pouring milk into their cup or peeling their banana. Staff model the use of good manners exceptionally well. They support children effectively with visual and verbal clues. Children feel extremely safe and secure in the setting.

Safeguarding

The arrangements for safeguarding are effective.

The manager ensures staff are well trained in child protection procedures and wider safeguarding issues. Staff refresh their safeguarding knowledge effectively in monthly staff meetings. This ensures that staff have a secure understanding of the signs and symptoms of different types of abuse which may indicate that children are at risk of harm. Staff know who to contact in the event of concerns about children's welfare or staff practice. The manager carries out robust recruitment to ensure that all staff working with children are suitable. Policies and procedures reflect the advice and guidance of the local authorities and are fully available to parents.

What does the setting need to do to improve?

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

- develop staff knowledge to offer older children more challenging mathematical activities

- strengthen staff understanding of how to respond to children's ideas and help them to develop their thinking further.

Setting details

Unique reference number	EY562223
Local authority	Hampshire
Inspection number	10191170
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	40
Number of children on roll	42
Name of registered person	Szymanska-Queiroz, Magdalena
Registered person unique reference number	RP562222
Telephone number	07840366311
Date of previous inspection	Not applicable

Information about this early years setting

Little Gems Pre-School registered in October 2018 and operates from a church hall in Aldershot, Hampshire. The setting employs six members of childcare staff, four of whom hold early years qualifications from level 3 to level 6. The setting operates during term time only, Monday to Friday. Sessions are from 8.30am to 3.30pm. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Amanda Harrison

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector and the manager completed a learning walk to understand how the early provision and curriculum are organised.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- A joint observation was carried out by the manager and the inspector.
- The views and opinions of parents, children and staff were taken into account during the inspection.
- The inspector looked at a variety of documents, including children's records, policies and evidence of staff's suitability and training.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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