

Inspection of Little Gems Daycare Ltd

142 Mitcham Lane, London SW16 6NS

Inspection date: 11 August 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children arrive at the nursery happy and eager to start their day. Due to the COVID-19 (coronavirus) pandemic, parents are unable to enter the premises. However, staff greet children warmly, with expressive smiles, and cuddles, if desired by the child. Children are sociable and friendly. They demonstrate positive relationships with each other and with staff. Children settle quickly and show that they feel safe and secure.

Children confidently move around the rooms and the garden, and make choices about what to do. They have access to interesting and fun activities that help them to engage in play. The younger children explore and investigate with interest. For example, they use scoops in the water play to make wheels turn. The older children enjoy using tools to take bark from logs, which helps to support their hand-to-eye coordination. Children behave well; they are respectful towards each other and begin to develop friendships. For example, children work well together to fix the vehicles at the repair shop. In this role play, their communication and language are also supported well. Thus, they are becoming confident talkers.

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

- Leaders do not have a secure knowledge and understanding of their responsibility to inform Ofsted of changes to the 'nominated individual' at the setting, including any temporary changes.
- The manager is aware of the strengths and weaknesses of the setting and has made some improvements. However, these have not had enough time to be effective in enhancing children's experiences. For example, although staff now observe and assess children's learning, staff do not use this information to plan what they want the children to learn next and in the future. There is also a need to develop a more ambitious curriculum for all children, including for those with special educational needs and/or disabilities (SEND). There are weaknesses in the quality of education. Staff interact pleasantly with children, and talk to them as they play. However, the lack of a clearly planned curriculum means that children do not learn consistently well.
- The manager models good practice to other staff, including in the way she interacts with children. However, not enough is done to ensure that staff mirror this to improve their practice. Staff do not receive enough regular support to improve their skills. Although there are routine team meetings, staff do not often receive individual supervision meetings to provide them with tailored coaching and mentoring. In addition, staff do not receive regular professional development that has a positive impact on their teaching and children's learning.
- Children enjoy their time at the nursery. However, although they receive good care from staff, interactions are not consistently purposeful to extend and

develop their learning. Children with SEND have their needs suitably met and additional funding is used appropriately. For example, staff offer one-to-one support to some children to help meet their needs, and help to prepare them for school. The manager and staff work well with outside agencies involved with children to ensure the correct support is given.

- Parents speak highly about the nursery and the staff. They feel very well supported by staff, including during the times when the nursery had to close due to the COVID-19 pandemic. Parents speak positively about information that was sent to them at this time, such as activities to do at home. Despite this, staff do not regularly share information with parents regarding children's learning and how they can support their child at home.
- Children are independent and behave well. Staff encourage children to do things for themselves, such as chopping fruit at snack time. They help children to learn how to share and take turns. Children enjoy responsibility through completing tasks, such as tidying away their toys.
- Staff support children to develop a healthy lifestyle. For example, they enjoy nutritious snacks and meals cooked on site. Children enjoy engaging in physical activities. Younger children enjoy walking on stepping stones, eagerly practising stretching their leg from one stone to another. Older children play chasing games in the garden and enjoy yoga sessions with staff.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff understand their responsibilities to keep children safe. They regularly update their knowledge of child protection procedures and wider issues of safeguarding. Staff are aware of the signs and indicators of when a child may be at risk of harm. They know how to report any concerns. The manager ensures that she implements appropriate recruitment and vetting procedures to ensure all staff are suitable to work with children. Risk assessments of the premises identify potential hazards for children and staff, and action is taken to minimise them. Staff deploy themselves effectively to ensure that children are supervised appropriately.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure Ofsted are informed of any changes to directors and/or the nominated individual.	11/09/2021

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

- leaders should implement a clearly planned curriculum to deepen and extend children's learning in a consistent way that plans for their progression
- ensure that staff supervision meetings identify and address weaknesses in practice so that staff are able to meet children's learning needs
- staff should share information with parents about their child's learning, and show how this can be supported at home.

Setting details

Unique reference number	EY557871
Local authority	Wandsworth
Inspection number	10190424
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	40
Number of children on roll	52
Name of registered person	Little Gems Daycare Ltd
Registered person unique reference number	RP557870
Telephone number	0203 6524674
Date of previous inspection	Not applicable

Information about this early years setting

Little Gems Daycare Ltd registered in 2018. It is situated in Streatham, in the London Borough of Wandsworth. The nursery is open each weekday from 8am to 6pm, all year round, except for bank holidays. The nursery employs 10 members of staff, including a chef. The manager holds an early years qualification at level 3. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Tracey Murphy

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in her evaluation of the setting.
- The quality of activities was checked and assessed by the inspector, together with the impact this has on children's enjoyment and learning. She completed a joint observation and a learning walk with the manager.
- The inspector held meetings with the manager. She looked at relevant documentation and evidence of the suitability of staff working at the nursery.
- The manager, staff and children were spoken to by the inspector at appropriate times throughout the inspection.
- The inspector took account of feedback from parents.

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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