

Inspection of Little Gems Early Years Nursery

577 York Road, Leeds, Yorkshire LS9 6NH

Inspection date:

10 August 2021 - 17 August 2021

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Not applicableNot applicable

What is it like to attend this early years setting?

The provision is inadequate

Leaders delay in reporting allegations against staff to the relevant authorities. This means that other professionals are not able to review the children's safety and well-being. Staff do not raise concerns about other staff's practice in a timely manner. Although leaders have since addressed safeguarding concerns to ensure that children are no longer at immediate risk of harm, they require time to embed this into practice.

Staff supervision sessions do not identify weaknesses in teaching and learning. Although leaders know what they want children to learn, staff do not follow procedures to put this into practice. Children's emotional development is not well supported. Leaders have created a 'calming corner'. The aim of this is to support older children to learn how to manage their feelings and regulate their emotions. However, children are put on a time-out chair when they become frustrated. This does not help them to feel safe and secure.

Children, including toddlers, spend time climbing and being physically active in their play. They have access to a large, well-resourced environment. Children benefit from large climbing apparatus indoors and outside. They show that they can climb and balance and are able to manoeuvre around obstacles.

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

- Leaders are not clear in their roles and responsibilities. They do not quickly target weaknesses in the provision. Leaders do not ensure that measures are put in place to identify and address areas for improvement.
- Staff are aware of safeguarding procedures. However, they do not implement these in practice. They do not raise concerns with leaders in relation to poor practice. Furthermore, leaders do not follow safeguarding policies and procedures. They do not contact the relevant authorities immediately when dealing with a safeguarding concern. This puts children at risk of harm.
- Leaders have recruitment procedures in place. However, they do not conduct robust supervision and monitoring sessions to ensure that those working with children remain suitable. Leaders do not address issues in relation to practice in a timely manner. This does not help to promote children's safety and well-being.
- Children are encouraged to develop their self-care skills. They learn to wash their hands before meals. Staff follow hygiene procedures, particularly when serving meals and during care routines, such as nappy changing.
- Staff provide children with suitable opportunities to learn about other cultures and traditions. Children benefit from tasting food from other cultures and begin to understand the differences and similarities between themselves and others.
- Parents comment that their children are happy at the setting and have settled

well. They state that they have noticed how their children find it easier to make friends with others and have the confidence to join in group activities. Parents are provided with monthly newsletters and have access to a secure online platform where staff upload observations and assessments of children's learning. This helps parents to continue their children's learning at home.

- Young babies settle well. They show confidence and smile as staff sing with them. However, staff working with older children do not help to promote children's emotional security. They use inappropriate behaviour management techniques, including time-out chairs that do not support children to understand and learn to manage their feelings.
- Staff have access to online training courses and those working with babies have completed appropriate training. They provide a suitable range of activities for children, including exploring ingredients, such as oats. Staff add toy animals to the mixture and encourage children to make animal sounds. They provide suitable opportunities for children to develop their communication and language skills. For instance, they use picture cards and invite parents to share key words from home. This helps to improve children's vocabulary.

Safeguarding

The arrangements for safeguarding are not effective.

Leaders do not complete robust supervision sessions to ensure that those working with children remain suitable. Despite a high staff ratio, staff are not deployed effectively. They do not supervise children well. Staff do not follow safeguarding procedures. They are not vigilant and do not report concerns about staff practice in a timely manner. This puts children at risk of harm. Although there are detailed policies in place, leaders do not ensure that information is shared with the relevant authorities. This means that other professionals do not have time to conduct their own enquiries in relation to safeguarding concerns.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
improve staff deployment to ensure that children are well supervised and kept safe from harm	15/09/2021

improve safeguarding practices to ensure that staff follow child protection policies, particularly in relation to whistle-blowing procedures	15/09/2021
implement safeguarding procedures to ensure that all relevant professionals are notified of child protection concerns, including allegations against staff, without delay	15/09/2021
improve coaching and supervision sessions to ensure that identified weaknesses in practice are addressed and to ensure that leaders and staff are clear in their roles and responsibilities	15/09/2021
develop and implement effective behaviour management strategies that help to promote children's emotional well-being.	15/09/2021

Setting details

Unique reference number	2555611
Local authority	Leeds
Inspection number	10203727
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	88
Number of children on roll	32
Name of registered person	Khan, Saahil
Registered person unique reference number	RP906716
Telephone number	07715805801
Date of previous inspection	Not applicableNot applicable

Information about this early years setting

Little Gems Early Years Nursery registered in 2019. The provider employs six members of childcare staff. All staff hold appropriate early years qualifications at level 3 or above, including one at level 5. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Emma Allison

Emma Allison

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.
- Leaders and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke to children to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided indoors and outdoors and assessed the impact that this was having on children's learning.
- Parents spoke to the inspector and shared their views about the setting.

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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