

Inspection of Little Gems Day Care Nursery

Little Reddings Primary School, Harcourt Road, Bushey, Hertfordshire WD23 3PR

Inspection date: 20 October 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
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 enjoy their time at the nursery and demonstrate a positive attitude to their learning. They develop the key skills they need for the next stage in their development. Children form close bonds with all staff and make friends with other children. They are actively encouraged to develop their independence and sense of responsibility. They help to tidy away the toys and learn to put on their outdoor clothing before going outside to play. Children receive praise for their efforts and achievements, which develops their self-esteem and motivates them to continue to persevere at their chosen activity.

Younger children snuggle up to staff and listen attentively to stories. They shout out 'again, again', requesting to hear the story again. Older children count well and confidently recall and describe familiar stories, such as 'The Three Little Pigs'. Younger children eagerly use their fingers to prod and poke the dough. They use tools to cut the dough and to make zigzag marks on it. Older children use their creative and imagination skills well. They pretend to make cakes out of the dough and eagerly serve their cakes to the staff, demonstrating pride in their achievements. Children learn about the life cycle of a butterfly, grow pumpkins and plant sunflower seeds. They work together cooperatively to make an ambulance out of a large cardboard box. Younger children show delight as they proceed to use this as a walker to push across the room.

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

- The enthusiastic manager and staff provide good-quality care and learning experiences. They know the children very well and become actively involved in the children's play. Staff make observations of the children. They reflect on each child's emerging interests and what they know and can do. Staff use this information to plan and adapt teaching to help each child progress in their learning.
- Staff are positive role models and have high expectations for children's behaviour. They ask challenging questions and support children's emerging interests. This successfully extends children's learning and enjoyment. Staff treat children with respect. Children benefit from staff's kind and caring approach and demonstrate that they feel safe, happy and emotionally secure.
- Staff place a strong emphasis on developing children's speaking, listening and communication skills. Younger children are encouraged to use their developing vocabulary to form short sentences. They are successfully introduced to words associated to their play, such as 'up', 'down', 'under' and 'over' as they use climbing equipment. Older children communicate with growing confidence. They answer questions and talk about what they are doing, for example how they are using the stethoscope to check the toy baby. Additionally, staff understand the

importance of singing rhymes and songs to support children's communication and language skills.

- Managers and staff develop good partnerships with parents. Staff take time to get to know younger children's home routines, which ensures continuity in their care and development. Parents are well informed about their children's progress and what they need to learn next. They receive daily updates about their children's day and are able to access additional information online. Parents comment very positively about the care and learning opportunities provided at the nursery.
- Staff provide children with a wide range of outings to broaden their experiences. Before the COVID-19 pandemic began, children participated in picnics in the park, visited water parks and enjoyed bus journeys to rhyme time and music and movement sessions. Children also learn about other cultures, beliefs and traditions, such as the Jewish New Year and the Chinese New Year.
- The manager values everyone's contribution to the nursery. There is a strong team spirit. Ongoing professional development is actively encouraged. However, induction procedures for new members of staff, including training opportunities, require further evaluation to ensure staff are clear about their roles and responsibilities.
- Staff promote good hygiene routines effectively and provide opportunities for children to be physically active in the fresh air. Children thoroughly enjoy jumping in muddy puddles, and younger children are supported to use the rockers and slide. However, the range and accessibility of resources in the outdoor area, to enable all children to explore fully and develop their ideas as they play, do not always mirror the rich learning experiences provided for them indoors.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have a sound knowledge of the signs and symptoms of abuse and neglect, including broader issues such as radicalisation. Managers have clear procedures in place to act on any concerns, including making prompt contact with relevant professionals and keeping important records. They follow safe recruitment procedures to check staff's suitability and ensure that only those deemed suitable to work with children do so. Risk assessments and supervision by staff promote children's safety at the nursery effectively.

What does the setting need to do to improve?

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

- strengthen induction procedures to support newly appointed members of staff
- support staff to plan high-quality learning experiences for children when they are

using the outdoor environment.

Setting details

Unique reference number	2510549
Local authority	Hertfordshire
Inspection number	10191859
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 3
Total number of places	25
Number of children on roll	12
Name of registered person	Bushey St James Trust
Registered person unique reference number	2510548
Telephone number	02089505388
Date of previous inspection	Not applicable

Information about this early years setting

Little Gems Day Care Nursery registered in 2019. The nursery employs five members of childcare staff. Four members of staff hold appropriate early years qualifications. The nursery opens Monday to Friday, from 7.45am until 5.45pm, during term time only.

Information about this inspection

Inspector

Ann Austen

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 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 manager and the inspector completed a learning walk across all areas of the nursery to understand how the early years curriculum is organised.
- The inspector observed staff's interactions with the children during indoor and outdoor activities, and assessed the impact these have on the children's progress and achievements.
- The manager, staff and children engaged in discussions with the inspector at appropriate times during the inspection.
- The inspector carried out a joint observation with the manager and discussed the children's progress and achievements.
- A sample of the nursery's documents were reviewed by the inspector, including evidence of staff's suitability and training.
- The inspector took account of the views of parents from written information and by speaking to them.

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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