

# Inspection of Emeralds Little Gems Daycare - Stanley House

9 Thorneyholme Terrace, Stanley DH9 0BL

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Inspection date: 16 November 2021

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Staff provide a warm, nurturing and caring atmosphere for children. Children benefit from close relationships with their key person. They show that they feel happy and safe in the nursery. During the COVID-19 pandemic, staff changed the way they collected information from parents before children start the nursery. Despite the changes, children's individual needs are met extremely well and staff have high expectations for all children. For instance, staff quickly identify gaps in children's learning, and plan support immediately to help them from the start. In addition, staff ensure that they meet a wide range of dietary needs for children who have allergies and intolerances. Although the meals provided are healthy and nutritious, staff do not consistently help children to build on their understanding of the importance of a healthy diet.

Children enjoy a range of activities in the nursery. Overall, the curriculum is interesting and focuses on helping children to build secure foundations for their future learning. Babies thoroughly enjoy song time and use single words to tell staff which songs they would like to sing next. Older children learn new words during cooking activities and develop their speech and language skills further. This helps them to be confident communicators in the future and have an extensive vocabulary. The manager is currently focusing on enhancing the on-site curriculum outdoors, so it is equally as exciting and challenging as indoors for those children who prefer to learn outside.

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

- Staff promote children's positive emotional well-being and ensure that the environment for babies is calm. For example, staff respond when young children choose to go to the cosy area. They provide blankets, cuddles and personal items from home to make children feel as comfortable as possible. Parents are happy with the level of communication between themselves and the staff and leave feedback which states, 'staff feel like extended family'. Staff use online platforms to share detailed information about children's day, which helps to promote continuity of care.
- The curriculum for learning indoors is coherent and builds on children's existing skills and knowledge. For example, young children enjoy the sensory experience of using glitter pom-poms and explore the feeling on their skin. Staff challenge them to use their finger and thumb to pick up the smaller balls to start building their small physical skills. Older children are encouraged to pay closer attention to the marks they can make with chalks as they build on early writing skills. However, staff are currently unable to continue the woodland outdoor learning programme, due to restrictions, and the on-site curriculum outside is less varied than indoors.

- Staff are excellent role models for children. They help children to develop good personal, social and emotional skills, and an awareness of the impact of their behaviour. Staff consistently model good manners and praise children for positive behaviour. Children talk about the 'golden rules' during circle time. They know they need to use 'kind hands' and 'share toys'. Staff explain what 'kind hands' means to clarify understanding for children.
- Children develop an understanding of the world around them. Staff regularly take them into the local community, now that the COVID-19 pandemic restrictions are easing. Children enjoy the fresh air outdoors and have plenty of opportunities for rest and exercise. They begin to take an active part in their own self-care and know to wash their hands before eating healthy snacks and meals. However, staff do not consistently teach children about the importance of making healthy food choices.
- The management team provides effective support to staff and helps them to meet the needs of children. For example, the lead staff member for supporting children with special educational needs and/or disabilities regularly visits the setting and supports staff with any targets and individual plans. The manager has an 'open-door' policy, which staff say is very beneficial and has helped their emotional well-being. In addition, staff have regular opportunities to access professional development and share good practice.
- The manager and staff team have established effective partnership working with parents and other professionals, who work with children. For example, they welcome physiotherapists into the setting to support children. Parents are very happy with the care that their children receive and feel they have a 'genuine partnership' with staff, who 'treat their children like family'.

## **Safeguarding**

The arrangements for safeguarding are effective.

Children's safety is prioritised. The manager ensures that the team maintain a thorough knowledge of how to keep children safe and protect them from harm. For example, during the pandemic, staff completed training which helped them to develop their understanding of child protection issues. Staff confidently discuss the signs of potential abuse and are aware of child exploitation and county lines. The manager follows robust procedures to recruit new staff safely. For example, she checks references and obtains Disclosure and Barring Service checks. Staff make sure that areas are safe for children. For instance, they complete specific risk assessments for children or staff with existing injuries and allergies.

## **What does the setting need to do to improve?**

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

- strengthen the on-site curriculum for those children who prefer to learn

outdoors, to consistently provide broad and varied experiences across every area of children's learning

- help children to further develop their awareness of how to live a healthy lifestyle, specifically in regard to making nutritious food choices and the impact of these.

## Setting details

<b>Unique reference number</b>	EY549484
<b>Local authority</b>	Durham
<b>Inspection number</b>	10174541
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 3
<b>Total number of places</b>	38
<b>Number of children on roll</b>	89
<b>Name of registered person</b>	Emeralds Little Gems Daycare Limited
<b>Registered person unique reference number</b>	RP549483
<b>Telephone number</b>	07918923119
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Emeralds Little Gems Daycare - Stanley House registered in 2017. The nursery employs 18 members of childcare staff. The majority of staff hold appropriate early years qualifications at level 3 and above, including the manager who holds a relevant level 6 qualification. The nursery is open for 51 weeks of the year from 7.30am to 6pm, Monday to Friday, except for bank holidays. It provides funded early education places for two-year-old children.

## Information about this inspection

### Inspector

Michelle Lorains

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 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 inspector observed the quality of education during activities indoors and outdoors, and assessed the impact this has on children's learning.
- A joint observation was completed by the manager and inspector, indoors during a planned activity.
- The inspector held a discussion with manager and leadership team in relation to the leadership and management of the nursery. She looked at relevant documentation, such as evidence of recruitment, staff's qualifications and their suitability to work with children.
- The inspector spoke to parents over the telephone and obtained feedback for the inspection.

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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