

# Inspection of Little Gems Early Years Nursery

577 York Road, Leeds, Yorkshire LS9 6NH

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Inspection date: 16 December 2021

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## **Overall effectiveness**

**Inadequate**

The quality of education

**Inadequate**

Behaviour and attitudes

**Inadequate**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous inspection

Inadequate

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

### **The provision is inadequate**

The provider has not ensured that required improvements have been made. Repeated weaknesses in the safeguarding knowledge and understanding of both staff, and those with lead responsibility for safeguarding, have not been addressed. Safeguarding continues to be ineffective which does not protect children's well-being. This demonstrates that leaders and managers do not have the capacity to improve the quality of the education and care they provide.

The key-person system is not effective. Staff do not know the children well. They do not consider information gathered from parents when the child starts at the nursery. Nappy changing routines do not support children's emotional security. Due to the continued impact of the pandemic, parents no longer take their children into the nursery rooms. This has reduced the quality of information sharing between parents and the children's key person.

Children sometimes enjoy some activities. However, these activities are not planned to meet children's individual learning needs. Staff do not understand the areas of learning they teach. Assessments of what children know and can do are not accurate. The next steps for children's development, identified by staff, are not achievable. Therefore, children do not make good progress. There are many times throughout the day when children wander around the nursery or spend time waiting. For example, children must wait while staff clean up after mealtimes. Activities provided for babies are not stimulating enough. As a result, children become disengaged.

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

- Procedures for checking the performance of staff are poor. Leaders have not identified that staff have a poor understanding of child protection procedures. They also do not understand the areas of learning or use assessment effectively. When staff have requested additional training, this has not been addressed. Leaders do not give staff specific feedback about how their practice needs to improve. They do not give relevant support or coaching that will raise the quality of care and education provided.
- Children are not supported to develop their independence skills. Staff do not encourage children to try to do things for themselves. Children drink from bottles with a teat when their abilities mean they could drink from a beaker or a cup. This does not prepare them for the next stage of their development. Staff do not wash their own, or children's, hands prior to eating or after wiping children's noses. Children wander around the nursery while eating. This does not promote children's good health.
- Parents do not receive sufficient information about their child's development.

They do not know what their child is learning or how they can support this at home. Some parents do not know who their child's key person is. Leaders and managers do not take account of the needs of families, including those who speak English as an additional language. Plans to involve parents more have, therefore, been unsuccessful.

- Leaders and managers have a clear vision for what children need to learn and be able to do, but this is not implemented. Leaders do not check that the activities and environment meet children's needs. For example, most activities in the baby room are provided at floor level, which does not support the physical development of children who are learning to walk.
- Staff do not support children to make good progress in their communication and language development. They repeat, 'wow' rather than introducing new words to children. Staff use too many questions, which limits children's ability to contribute their own ideas. Staff do not share stories with children or promote a love of reading.
- Activities are not well planned or organised. For example, babies are brought to the table, one by one, before snack is prepared. They do not understand it is snack time and wander away from the table before all their friends are seated. Staff do not remain at the table to support children. Staff sing a 'please and thank you' song, while they move around. As a result, children are not engaged in the singing or snack time.
- Children behave well. Staff remind children of the rules during circle time, for example 'indoor voices' and 'walking feet'. When children find it difficult to share, staff support them to understand and manage conflict. However, children do not demonstrate high levels of curiosity, due to the poorly planned activities and environment.
- Staff do not quickly identify children who may have special educational needs and/or disabilities. Staff who have concerns about children's development say they would wait another six months before considering seeking support from other professionals. This results in unacceptable delays in providing the support children need.

## Safeguarding

The arrangements for safeguarding are not effective.

Staff, including those designated to take lead responsibility for safeguarding in the absence of the manager, do not have the knowledge and understanding they need to keep children safe. Staff do not know the correct procedures to be followed if an allegation is made. They do not understand the role of the local authority designated safeguarding officer (LADO). The designated lead practitioner for safeguarding does not know how to identify children and families who might benefit from early help. This does not protect children's well-being.

## 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's knowledge and understanding of the actions to be taken in the event of an allegation being made and of the role of the local authority designated safeguarding officer (LADO)	17/01/2022
ensure that designated safeguarding leads and all staff have an up-to-date knowledge of safeguarding issues, including the potential indicators of abuse, and understand the importance of making timely referrals to the relevant agencies	17/01/2022
ensure the supervision of staff and leaders identifies areas of weakness in practice, and that they receive targeted support, coaching and training to improve their knowledge and skills	16/02/2022
improve the effectiveness of the key-person role, including building relationships with parents and ensuring individual children's care needs are met	16/02/2022
implement effective hygiene practices that promote the good health of children and help to minimise or stop the spread of infection	17/01/2022
share information with parents and carers about their child's learning and development and how they can share and support this at home.	16/02/2022

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

	Due date
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ensure staff consider the individual needs, interests and developmental stages of all children when planning and delivering activities, so they are developmentally appropriate and build on each child's prior knowledge and skills	16/02/2022
improve staff's understanding of how to offer challenge and to stimulate children's learning so that they do not become bored and distracted from their play	16/02/2022
ensure staff use assessment effectively to know children's abilities and interests and use this knowledge to adapt teaching and learning experiences for each child	16/02/2022
improve staff's understanding of how to model, support and extend children's developing vocabulary.	16/02/2022

## Setting details

<b>Unique reference number</b>	2555611
<b>Local authority</b>	Leeds
<b>Inspection number</b>	10205471
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	88
<b>Number of children on roll</b>	32
<b>Name of registered person</b>	Khan, Saahil
<b>Registered person unique reference number</b>	RP906716
<b>Telephone number</b>	07715805801
<b>Date of previous inspection</b>	10 August 2021

## 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

### Inspector

Rebecca Miall

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The deputy manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke with the nominated individual and deputy manager about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector carried out joint observations with the deputy manager.
- Parents and carers shared their views of the setting with the inspector.
- Children spoke to/communicated with the inspector during 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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