

Inspection of Little Gems Pre School

Swindon Chinese Christian Church, St. Philips Road, SWINDON SN2 7QH

Inspection date:

6 December 2021

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Requires improvement

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

Staff do not provide enough support for all children's care and learning. Some young children struggle to cope when they are tired and become distressed which prevents them from learning. Staff have a weak understanding of what they want children to learn and do not extend learning sufficiently during child-led play. As a result, children do not make as much progress as possible.

Children are generally happy and engage well with staff. Some staff initiate conversations and younger children enjoy warm relationships with staff. Children behave well and listen to instructions, such as queueing at the door to go outside. Children are safe. Staff ensure that the premises are secure at all times. Parents report how settled their children are at the pre-school.

During the first lockdown of the COVID-19 pandemic, the pre-school closed. Leaders kept in touch with families, using telephone calls, texts and emails to ensure that they were aware of any issues about children's welfare. In addition, they used social media to share activities so that parents could support their children's learning at home. Parents still drop off and collect their children at the door due to COVID-19 measures. The manager ensures she is available at these times to communicate with parents, as well as making herself available at other times if parents want to talk to her.

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

- The curriculum is not well developed and is not understood or implemented effectively by staff. Gaps in the curriculum, such as the programme for mathematics, have not been recognised by leaders. Staff do not make effective use of the environment to support children's learning. For example, the indoor area used for physical play is small and, when several children use it, they cannot move freely and benefit fully from the activity available.
- Staff know their key children well but they are not aware of the needs of other children. For example, staff do not know whether children who are learning English as an additional language are just quiet or do not know any English words.
- Staff do not adapt and extend activities to meet the children's individual developmental needs. Older children are not always sufficiently challenged and staff do not always consider the skills and knowledge that younger or less-able children need to enable them to participate fully in activities. Some children try to use scissors to cut play dough but do not know how to use them properly and staff do not demonstrate. The children soon give up trying.
- The care needs of some younger children are not met. They become increasingly tired and distressed. While staff hold them to comfort them, as

there is no dedicated, comfortable area where young children can rest or sleep, they are unable to settle.

- Staff do not support children who are learning to speak English as an additional language effectively. They ask parents for words in children's home language. However, if parents do not supply them, they do not take further steps to actively support children to use their home language as part of their developing communication skills. There are few resources that reflect positive images of the diverse backgrounds of those children attending.
- The manager does not monitor the quality of teaching to ensure that staff understand the curriculum and are able to support children in all areas of their learning. She is unaware of weaknesses in the provision, such as staff not understanding the needs of all children.
- Older children are settled. They enjoy choosing what to do and join in with activities, such as singing songs. Children behave well, sharing and taking turns and show that they understand the golden rules.
- The manager has close links with the local school. She shares information with teachers to ensure that they know what children can already do and whether they will need any additional support when they start school.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand the possible signs that a child may be at risk of harm and know what to do if they have concerns. They understand the importance of escalating their concerns about children to the relevant agencies if managers do not respond appropriately. Leaders ensure that staff's safeguarding knowledge is kept up to date and safeguarding is always discussed at staff meetings. Staff ensure that the premises are secure and free of any hazards.

What does the setting need to do to improve?

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

| | Due date |
|---|------------|
| improve practices to meet the care needs of younger children | 31/01/2022 |
| monitor staff's practice to ensure that they are aware of the next steps that each child needs to take and are able to extend children's learning at an appropriate level | 31/01/2022 |

| | |
|---|------------|
| ensure that children's home languages and cultures are valued and reflected in the setting | 31/01/2022 |
| ensure that the curriculum encompasses all areas of children's learning and is understood and implemented fully by staff. | 31/01/2022 |

Setting details

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|--|---|
| Unique reference number | EY480367 |
| Local authority | Swindon |
| Inspection number | 10076216 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register |
| Day care type | Sessional day care |
| Age range of children at time of inspection | 1 to 4 |
| Total number of places | 37 |
| Number of children on roll | 37 |
| Name of registered person | Little Gems Pre School Swindon Ltd |
| Registered person unique reference number | RP533880 |
| Telephone number | 07909961218 |
| Date of previous inspection | 1 February 2016 |

Information about this early years setting

Little Gems Pre-school registered in 2014 and operates from the Chinese Christian Church hall in Swindon, Wiltshire. There are eight members of staff, seven of whom hold appropriate early years qualifications at level 2 or above. The pre-school opens every weekday during term time from 8.30am until 2.30pm. It is in receipt of funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Catherine Sample

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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- 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.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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