

Inspection of Little Gems Nursery

Green Heath School & College, 43-51 Whitmore Road, Birmingham, West Midlands
B10 0NR

Inspection date: 16 May 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children happily arrive at the nursery. They are keen to speak with staff and have formed close bonds with them. Children are content and regularly approach staff to ask for a cuddle. Despite some inconsistencies in the educational programme, children gain some necessary skills for their future learning. They are friendly, communicate their needs and wishes and develop sound physical skills. Children take turns to decide whether an animal spends most of its time in the sea or in the air. They enjoy the opportunities to build their physical strength as they travel using balance bikes. They work together to play parachute games.

Children are generally engaged in activities that staff have planned for them. However, teaching practice is not flexible enough to ignite children's imaginations and consistently support them in developing their own ideas.

Children develop a secure knowledge and understanding in mathematics and literacy. Children who complete their Reception Year at the setting are supported appropriately. They confidently explore the sounds in words and can write these. They develop their knowledge of calculations and number bonds to 10. Younger children learn to recognise numbers and enjoy listening to stories. However, staff do not plan learning experiences that reflect a fully balanced early years curriculum.

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

- The manager is new to the post. She has evaluated some aspects of staff's practice effectively and taken steps to help them to strengthen their teaching and support for children's learning. Staff benefit from some supervision and training. However, these have not been fully effective in supporting staff in their professional development. This has led to some inconsistencies in staff's practice and the quality of children's learning experiences.
- Staff assess children's achievements and have sufficient knowledge of their progress. Leaders ensure that there are enough staff to provide children with additional support. However, staff do not consistently implement the setting's overarching curriculum. This means that staff's planning for children's learning is not consistently targeting the areas of learning that children need most in the early years. Staff place a larger emphasis on literacy and mathematics. They do not deliver a wide enough curriculum to fully secure children's knowledge and understanding in all the areas of their learning.
- Staff plan some purposeful adult-led activities. For example, children follow staff's instructions to turn a 2D packet into a 3D shape and use wool to fill the animal shape, making it squashy. Children listen attentively to staff and follow instructions. They join in singing a song that encourages all children to form a

circle. Older children concentrate as they sort objects according to their colour. Two-year-old children enjoy sensory experiences, such as having their hands painted and shaping dough. However, staff overly direct children's play and learning. Children have fewer opportunities to explore their own creativity and develop play ideas with other children. This limits the progress that children can make.

- Overall, children behave suitably. However, staff do not use a consistently effective approach to help children who find it more difficult to manage their feelings and behaviour. This hinders the progress that some children make.
- Staff support children to gain their independence effectively. This includes managing everyday tasks for themselves, such as toileting, handwashing and accessing their lunch boxes. Children have frequent opportunities throughout the day to be physically active in the outdoor space. However, at snack and mealtimes, staff do not fully support children's understanding of making nutritious food choices, to support their knowledge of healthy eating.
- Children benefit from opportunities to learn about religions and cultures that are different to their own. Staff encourage children to celebrate diversity and ensure equality of opportunities. Children learn that their friends speak different languages to themselves. They benefit from hearing staff speak in various languages. Staff provide effective support for children who speak English as an additional language.
- Parents say that they are very happy with the nursery and with the progress their children make. They appreciate the various ways that the staff communicate with them about their children's achievements.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that staff are deployed effectively to meet adult-to-child ratios to keep children safe and meet the requirements. They make careful risk assessments to check that the areas of the nursery used by children are safe and meet their needs. Leaders and staff have a secure understanding of how to protect children. They understand the procedures to follow if they identify any concerns about a child's welfare. Leaders keep up to date with their knowledge of local safeguarding concerns and train their staff on a regular basis. Staff understand and follow the mobile phone policy.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date

make sure that monitoring and supervision of staff are successful in providing coaching and training to ensure that teaching and the implementation of the curriculum are consistently put into practice, to challenge and extend each child's learning effectively.	16/08/2022
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To further improve the quality of the early years provision, the provider should:

- develop a consistent approach to helping children to manage their feelings and behaviour successfully
- increase opportunities for children to use their imaginations and explore their own play and learning ideas
- extend opportunities to help children to learn about making healthy food choices.

Setting details

Unique reference number	EY560366
Local authority	Birmingham
Inspection number	10190665
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 5
Total number of places	47
Number of children on roll	34
Name of registered person	Little Gems Nursery Ltd
Registered person unique reference number	RP560365
Telephone number	07505543582
Date of previous inspection	Not applicable

Information about this early years setting

Little Gems Nursery registered in 2018. The nursery employs seven members of childcare staff. Of these, one holds an approved qualification at level 6, three staff hold qualifications at level 3, and three staff hold qualifications at level 2. The nursery opens Monday to Friday, during term time only. Sessions are from 8.30am until 3.30pm. The nursery receives funding to provide free early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Anne Dyoss

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, the provider and the inspector completed a learning walk together. The inspector observed teaching practices and considered the impact these have on children's learning.
- The inspector held discussions with the leaders, staff, children and parents.
- The inspector sampled some of the setting's documentation, including suitability checks.
- The inspector carried out a joint observation with the deputy manager.

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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