

Inspection of Little Gems Pre School

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

Inspection date: 27 May 2022

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Inadequate
--	------------

What is it like to attend this early years setting?

The provision is good

Since the last inspection, the manager and staff have made positive changes. They have reflected on the way they plan and put in place the curriculum. Older and younger children now have their own play areas. Staff provide a good selection of toys and resources to meet learning needs well.

Younger children enjoy playing with toy figures from favourite books and television series. They make the family of pigs go up and down the toy slide or head off for a drive in the toy car. Then they get the figures to return home to the toy house for a rest and sleep.

Older children play races with toy vehicles. They use cardboard boxes to create a ramp from the table to the floor. Working together they realise that they can open the box to make a tunnel as well. Children share and take turns well as they play. They try out different vehicles to see which one moves faster. They celebrate with 'high fives' when their car wins the race.

Children investigate and experiment as they play. Staff provide a variety of activities and natural materials for children to explore. Children concentrate well. They work out that they need to add water to the dry sand to make it 'sticky' so they can create sandcastles. Children are making good progress and developing well.

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

- Staff know children well. They include things they know interest the children to help engage them in learning. When they notice children need extra support and help, they act quickly. Staff talk with parents and other professionals. They put in place interventions to help children develop well. All children, including those with special educational needs and/or disabilities, make good progress.
- Younger children develop mathematical and physical skills as they play. They use rolling pins and their hands to shape dough. Staff encourage children to think and express their ideas. Children say that they are making pizzas. They create a flat shape then add small balls of 'peas'. Staff ask children to count how many 'peas' they have. They get children to work out that they need two more to make six, if they already have four.
- Older children use their imaginations. They create the 'bridge' from the story about the three billy goats, using a piece of cardboard placed over a chair. Children take turns pretending to be the troll under the bridge. Others 'trip trap' across the bridge pretending to be the billy goats. They share the book and retell the story to each other and staff. For the most part, staff interact well with the children. On occasion, staff are busy with a small group and miss when they

could help extend other children's learning.

- Children concentrate well. They keep on trying even when they encounter problems. For example, children try different ways to fix cardboard tubes onto a box to make the legs for their 'cat'. They work out how to use the tape to do this. They seek help from staff to make a 'head' for their cat. Children confidently use scissors to cut out a round shape that they then stick onto the box 'body'. They smile proudly when staff praise them for their efforts.
- Staff try to help children manage changes in the routine. For example, they ring a bell to let children know that it is time to put the toys away before snack. However, some children are reluctant to stop playing and staff do not encourage them as well as they could to help.
- Children develop self-care skills. They pour their own drinks and cut their food. Staff remind them about being careful when using the knife. Children learn how to use tools safely. They talk with staff about healthy food choices and how the food gives them energy.
- Parents say that staff share plenty of information with them about their children. Staff ask about children's home life and use this information to support activities in the nursery. Staff include family celebrations and home languages in their planning for learning. Children use different languages in songs and rhymes. They are learning about what makes them unique, as well as about the wider community.

Safeguarding

The arrangements for safeguarding are effective.

The manager values her staff and seeks out opportunities for them to develop and improve their teaching skills. Staff build on their knowledge and use new skills well to enhance learning and keep children safe. They are confident in recognising potential signs that a child may be at risk of harm. Staff know when and how to make referrals to external agencies, including if there are allegations about members of staff. The manager recognises the pressures on herself and her staff. She prioritises their mental health and well-being, making sure there is support available to them.

What does the setting need to do to improve?

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

- provide clearer messages to help children understand the importance of caring for resources and their play spaces
- continue to improve the way staff interact with children during activities to build on children's learning and development.

Setting details

Unique reference number	EY480367
Local authority	Swindon
Inspection number	10220065
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	39
Name of registered person	Little Gems Pre School Swindon Ltd
Registered person unique reference number	RP533880
Telephone number	07909961218
Date of previous inspection	6 December 2021

Information about this early years setting

Little Gems Pre-school registered in 2014 and operates from the Chinese Christian Church hall in Swindon, Wiltshire. The pre-school opens Monday to Friday, from 8.30am to 2.30pm, term time only. There are seven members of staff who work with the children. Six members of staff hold appropriate childcare qualifications; one at level 6, one at level 5, three at level 3 and one at level 2. The pre-school 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
Anita McKelvey

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.
- The deputy manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Children spoke to the inspector about what they enjoy doing while at the pre-school.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The manager, the deputy manager and the inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022