

Inspection of Little Gems Early Years Nursery

577 York Road, Leeds, Yorkshire LS9 6NH

Inspection date: 13 June 2022

Overall effectiveness	Good
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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 their last inspection, the provider, who is also the manager, has made significant improvements. Staff understand what children need to learn and they use assessment effectively. If there are any signs that a child is not making good progress, they talk to parents without delay. Staff plan activities that challenge children. Children with special educational needs and/or disabilities (SEND) are well supported. Children explore activities with interest and make good progress. Babies learn new words, such as 'bubble' and 'pop'. They repeat what adults say to them as they play. Older children are beginning to develop the skills they need for school.

Children are happy and settled in the nursery. They build strong bonds with staff and parents know who their child's key person is. Babies' care needs are met very well, which contributes to their positive emotional well-being. Staff have high expectations for behaviour and are good role models. For instance, they teach children to be safe, and use praise when behaviour is positive. The manager has carefully considered the ongoing impact of the COVID-19 pandemic on children's social interaction and self-confidence. Staff help children to develop good social skills, and actively promote inclusion by celebrating the wide range of cultural backgrounds in their community. Parents are very happy with the changes that they have seen in the nursery and report that their children make good progress.

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

- The manager has a clear vision for his curriculum and regularly shares this with staff. He provides staff with ongoing professional support. This includes regularly observing their practice, giving specific feedback and holding supervision meetings. This means that the quality of education is regularly evaluated and improved.
- Overall, children make good progress in their communication and language skills. Staff encourage them to develop a love of stories from an early age. They provide a wide range of books inside and outdoors. Older children listen intently to stories and learn new words, such as 'crocodile' and 'tyrannosaurus rex'. They relate their own life experiences to those of the characters. This helps them to understand the world around them and what makes them unique.
- Children who speak English as an additional language make good progress in English, overall. However, staff do not consistently help children to use their home language as they play and learn in order to extend their achievements to an even higher level.
- Children with SEND receive tailored and effective support. This is a strength in the nursery. For example, staff use specific strategies such as visual prompts and signing to support children. Staff understand that promoting an inclusive

environment also helps to keep children safe.

- Staff introduce mathematical concepts as children play. When toddlers build towers, staff help them to think about their own height and ask children if they are 'bigger' or 'smaller'. Older children learn about money in the role-play area. This helps children to make good progress in their mathematical development.
- Children are supported to make good progress in their physical development. For example, staff encourage young children to keep trying when they are worried about using the climbing frame. They give the right amount of support to build children's confidence. Older children develop their small-muscle skills. They use scissors to cut around wiggly lines on paper. They have a good understanding of what it means to be healthy. For instance, they say that 'drinking milk helps us to stay strong'.
- Staff have consistently high expectations for children's behaviour. They remind them of the rules of the setting. Toddlers respond when staff ask them to use their 'listening ears' and have 'kind hands'. In pre-school, staff use the setting's teddy bear to model good behaviour. For example, the bear sits on a cushion at circle time and is rewarded with a sticker. Children copy this behaviour and are ready to learn.
- Relationships between children and staff are supportive and respectful. Children spontaneously thank staff for their help. Staff teach children routines that help them to keep themselves safe. For example, toddlers use a 'walking train' and hold the rail to safely go up and down stairs. Staff support babies' individual routines and they benefit from the calm, nurturing environment.
- Staff support children to develop the skills they need for the next stages in their learning. For example, they help babies to be confident communicators so they can move onto the toddler room. However, the manager is reflecting on procedures for when children move on from this room as staff do not always move children on when they are developmentally ready.

Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate a good knowledge and understanding of safeguarding issues, including possible signs of abuse. They know the correct procedure to be followed if an allegation is made against a colleague. They are aware of the procedures to follow with the local safeguarding partnership. Staff talk about the ways they promote inclusive practice, including celebrating children's similarities and differences. They understand that this helps to safeguard children, particularly against extremism. The manager follows robust procedures to ensure that new staff are recruited safely. He supports staff to maintain an up-to-date knowledge of child protection issues through regular training and professional development.

What does the setting need to do to improve?

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

- further develop support for children who speak English as an additional language to make even better progress in their learning
- enhance the existing procedures when children move rooms in nursery, to take full account of their developmental stages so they make this transition when they are ready.

Setting details

Unique reference number	2555611
Local authority	Leeds
Inspection number	10220669
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	88
Number of children on roll	40
Name of registered person	Khan, Saahil
Registered person unique reference number	RP906716
Telephone number	07715805801
Date of previous inspection	16 December 2021

Information about this early years setting

Little Gems Early Years Nursery registered in 2019 and is located in Leeds. The provider employs eight members of childcare staff. All staff hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am to 6.15pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Rebecca Miall
Michelle Lorains

Inspection activities

- Inspectors discussed the ongoing impact of the COVID-19 pandemic with the setting and have taken that into account in their evaluation of the setting.
- The inspectors 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 an inspector outdoors during unplanned experiences.
- Inspectors held a discussion with provider and the deputy manager in relation to the leadership and management of the nursery. They looked at relevant documentation, such as evidence of recruitment, staff's qualifications and their suitability to work with children.
- An inspector spoke to parents and obtained verbal 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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