

Inspection of Little Gems Pre-School (West End)

Moorgreen Youth Club, Moorgreen Road, Southampton SO30 3EG

Inspection date: 7 October 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children confidently separate from their parents and carers at the door and enter the pre-school. They know where to store their belongings and then eagerly run in to explore the activities that staff provide. Children make independent choices about where to play and what to play with. They clearly enjoy exploring the outdoor learning environment, laughing with their friends as they play. Children demonstrate they feel safe and secure with the staff, approaching them for help and comfort when needed. Warm and attentive staff support children's emotional well-being effectively.

Children benefit from staff who know them well. Staff use children's interests to plan exciting activities that motivate children to play and learn. For instance, children enthusiastically play in the vet role play area, learning about the different equipment that vets use. They learn new words, take turns and share resources as they play, building important skills for the future. Newer children settle in swiftly and are soon investigating the stimulating and inviting activities and resources. Older children are caring and are encouraged to be extra smiley with newer and younger children. This helps children to feel included and welcomed.

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

- The manager and the provider are reflective and forward-thinking, with clear aims for children at the pre-school. They have devised their own meaningful curriculum goals to teach children. They help children to build up a range of skills effectively. These will support them to move on to the next stage in their education.
- Children benefit from staff who have a clear understanding of the curriculum goals and how to achieve these from small steps. Staff build on what children can do, such as extending their learning through play. They know when to step in and help close any gaps children have in their learning. Staff have high expectations for what children can achieve.
- Staff place high value on developing children's communication skills. They plan specialised language groups that are engaging and help build on children's focus and attention. Children listen carefully to instructions and wait with anticipation for their turn to pop bubbles. They are motivated to join in. Staff introduce children to new words as they construct buildings and explore spaghetti 'worms.' Children benefit from hearing a wide vocabulary and having opportunities to question and talk to each other and staff. They are developing confidence in their communication skills.
- Children's physical development is actively encouraged. Children climb the slide, for instance, strengthening their shoulder muscles as they pull themselves up. They energetically ride bikes, balance, run and jump. They use tweezers to

catch objects and transfer them, developing their finer muscle control. Staff encourage children to develop good habits, such as handwashing before eating. Children are learning about healthy and active lifestyles.

- Children generally have a long uninterrupted time to get deeply engaged in their learning. However, occasionally, staff disrupt their learning through daily routines. For instance, children settle in to play and explore and are then asked to gather together for 'welcome time'. Staff do not consistently help children to engage in their learning to the highest levels.
- Staff generally have a good understanding of how to support children's learning. At times, though, they do not tailor support to children's individual needs. For example, staff do not recognise when children struggle with measuring using bigger numbers, or when using scissors. Staff do not consistently consider more meaningful ways to support children's individual learning needs.
- Parents report very favourably about the care and education their children receive from staff. They comment that the staff are 'brilliant' at supporting them and their children.
- Staff benefit from a manager who knows how they learn best. She helps them gain the most from training, for instance, by recognising their learning styles. Staff comment on the positive impact that training has on their daily practice in supporting children's learning.

Safeguarding

The arrangements for safeguarding are effective.

The provider follows a robust recruitment and induction process to ensure staff are suitable to work with children. Safeguarding is securely embedded as a priority focus in the pre-school. The provider and the manager ensure all staff have a secure understanding of their roles and responsibilities to keep children safe. Staff attend regular training, for example, to support and refresh their knowledge. They understand and know how to identify the indicators of possible abuse. Staff know the reporting procedures to follow for any concerns they have about children's welfare or other members of staff.

What does the setting need to do to improve?

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

- review and revise daily routines to minimise disrupting children's learning
- support staff to extend children's learning even further by tailoring activities even more precisely, to meet all children's individual learning needs.

Setting details

Unique reference number	511337
Local authority	Hampshire
Inspection number	10228311
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	2 to 4
Total number of places	32
Number of children on roll	39
Name of registered person	Akins, Gemma Louise
Registered person unique reference number	RP513200
Telephone number	023 80471070
Date of previous inspection	18 January 2017

Information about this early years setting

Little Gems Pre-School (West End) registered in 1995. It operates from the West End Youth House, in the West End area of Southampton. The pre-school receives funding to provide free early education for children aged two, three and four years. The pre-school is open Monday to Friday, from 9am to 3pm, during term time only. There are nine members of staff employed to work with the children, eight of whom hold relevant qualifications to at least level 3.

Information about this inspection

Inspector

Emma Dean

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 the curriculum and what they intend for the children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspector talked to staff and the children at appropriate times during the inspection.
- The inspector completed a joint observation with the manager.
- Meetings were held between the inspector, the provider and the manager. The inspector looked at relevant documentation and saw evidence of the suitability of staff.
- Parents shared their views on the setting with the inspector.

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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