

Inspection of Little Gems Day Nursery

Clare Hall, Malpas Road, London SE14 6PX

Inspection date: 12 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 receive a warm welcome on arrival at the setting and keenly follow routines. They confidently leave their parents and self-register before independently selecting toys to play with. Children are happy and enjoy their time at nursery. Staff know the children well and meet their individual needs. Staff are observant and babies are given lots of reassurance and cuddles from caring and attentive staff. Children readily access plenty of engaging learning activities. For example, children use dough and paint to make dinosaur footprints and then compare the different sizes and shapes. Children behave well. Staff consistently communicate and model high expectations for behaviour. Children emulate them and treat each other and the resources with respect and care.

Children enjoy plenty of physical activities in the outdoor play spaces. They explore their body movements during football sessions. Children also benefit from regular music sessions where they can explore different musical instruments. Younger children enjoy lots of free exploration, physical play and mark making. Staff work well to engage parents in nursery life. For example, parents are invited to workshops, stay-and-play sessions and on day trips. Parents are keen to contribute, making food and sharing stories on cultural days. Parents report that they are very happy with the care their children receive.

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

- The management team is experienced and well established. They encourage the staff to reflect on their practice and regularly evaluate the setting. The staff team work together to make rapid changes and drive improvements. Staff are valued and their emotional well-being is supported well by the managers. The managers provide incentives, such as staff breakfasts and outings. Furthermore, the managers have taken steps to reduce the amount of paperwork staff have to complete, giving them more time to spend directly with the children.
- Children have a variety of experiences to support their literacy skills. For example, staff provide cosy and inviting reading areas where children enjoy listening to stories and looking at books independently. This helps children to prepare for their future learning in readiness for school.
- Staff support children's communication and language skills very well. They teach children new words to help build on their developing speech and vocabulary. For example, children are learning the names of different dinosaurs. Children are confident communicators.
- Outside children have wide-ranging opportunities to develop their physical and social skills. For example, they skilfully negotiate the space as they steer bicycles and take turns using the balancing beam. However, while staff provide good learning experiences outdoors, they do not consistently plan opportunities to

extend children's interest in nature.

- The curriculum is clear and overarching topics are tailored to each age group. The environment is bright and inviting and children have access to a wide range of resources. However, younger children would benefit from more opportunities to support their real-life imaginative play.
- Children learn about emotions and are building increasing levels of self-control. Staff help children to resolve any minor conflicts as they play. For example, staff help children to consider how they each feel when they find it tricky to share toys and resources. Staff successfully help children to find solutions and play cooperatively together.
- Staff, including the special educational needs coordinator, support children with special educational needs and/or disabilities well. They promptly complete early assessments and referrals for children. Staff work effectively with external agencies to ensure that the children make the best possible progress.
- Parents are very happy with the setting. They say that their children settle well and that relationships are good. Parents talk to their child's key worker about their children's likes and dislikes and, together, next steps are agreed. Communication is regular, and parents are kept up to date with their child's progress through the online system. Parents are given suggestions as to how they can support their children at home and are invited to contribute to their child's learning journey.

Safeguarding

The arrangements for safeguarding are effective.

Staff attend regular safeguarding training and are clear about their responsibility to keep children safe. Staff supervise children well. They carry out daily checks on all areas of the nursery to ensure children play in a safe environment. Recruitment and vetting procedures are thorough and help to ensure that staff are suitable for their roles. Staff attend regular training to keep their safeguarding knowledge and skills up to date. They have a good understanding of signs that may indicate a child is at risk of harm and they are clear on the procedures to follow should they have any concerns about a child in their care.

What does the setting need to do to improve?

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

- extend the range of opportunities for children to further explore and investigate their interest in nature and enhance their understanding of the natural world
- continue to enhance opportunities for young children to engage in real-life imaginative play experiences.

Setting details

Unique reference number	129035
Local authority	Lewisham
Inspection number	10213477
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	80
Number of children on roll	71
Name of registered person	Little Gems Day Nurseries Limited
Registered person unique reference number	RP907095
Telephone number	020 8692 0071
Date of previous inspection	1 December 2016

Information about this early years setting

Little Gems Day Nursery registered in 1996. It is located on the border of New Cross and Brockley, within the London Borough of Lewisham. The nursery is open Monday to Friday, from 7.30am to 6pm, all year round apart from during the Christmas and Easter periods. There are currently 16 staff on roll. Of these, one member of staff holds a relevant qualification at level 6, two hold qualifications at level 4, six hold qualifications at level 3 and five members of staff are qualified to level 2. The nursery is funded to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector
Claire Nunn

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 led the inspector on a learning walk and talked to the inspector about what they want children to learn.
- 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 shared their views with the inspector.
- The manager and the inspector carried out a joint observation together.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the nursery.

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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