

Inspection of Tiny Gems Nursery

2 Ambassador Road, Leicester, Leicestershire LE5 4DL

Inspection date: 10 November 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 enjoy their time at this welcoming nursery. They have secure emotional attachments with staff, which is seen in the warmth and care they give to the children. As a result, children are happy, confident and develop good friendships. Children benefit from an ambitious and well-implemented curriculum and are motivated to learn. They have a positive attitude to their learning, show enthusiasm and listen and respond well to staff. For example, when staff read a story to the children about a bear, the children retell the story with excitement, and act it out using the materials and props provided. When the story finishes, the children jump up and down shouting 'again, again'.

Children demonstrate good behaviour. They are supported by staff to share and take turns during their play. As a result, children play cooperatively together. Pre-school children enjoy being chosen as the 'helper of the day'. They confidently hand out plates and cups to the other children at lunchtime. Children enjoy this sense of responsibility, which boosts their self-esteem and confidence. Staff play 'peekaboo' games with the babies, which supports their social and emotional development. Babies confidently play with pasta and rice as they develop their small-muscle skills and delight in this sensory experience.

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

- The manager has a clear intent for children's learning through the delivery of an ambitious curriculum. She and the staff understand what it is they want children to learn, and this is consistent throughout the nursery. For example, a song bag is used in every room to help children develop their language skills and repertoire of songs. Staff build further on this as they introduce different songs as children progress through the nursery.
- The manager understands the importance of communication and language development for younger children. She has good systems in place to identify and support children with delayed development in this area. Overall, staff interact well with children to promote their communication and language. However, sometimes, staff who care for younger children forget to model language to them as they play. As a result, children's developing speaking skills are not supported well enough.
- Staff support children to develop good self-care skills and independence. For example, they wash their own hands and try to put on their own aprons. Babies understand to put their tissue in the bin when the staff ask them to do this. However, staff do not always help children to understand the benefits of keeping healthy, for example when they wash their hands or clean their teeth.
- Relationships with parents are strong. Parents speak highly of the nursery and feel well informed about what their children are doing. Staff and the manager

work well in partnership with parents to discuss children's next steps in their learning, and how to support these at home.

- The manager monitors the quality of teaching by observing practice and providing evaluative feedback to staff about what she has seen. Additionally, she provides regular supervision meetings to support staff's programme of professional development. For example, she works with them to identify and plan for any training they may need. The staff report that they feel supported and valued as a member of the staff team.
- Children with special educational needs and/or disabilities are supported effectively. Staff work closely with parents and other agencies to identify where support may be needed. This ensures that children's individual needs are well planned for and met in the nursery.
- At times, staff do not help children to use numbers during play activities to support their mathematical development. For example, they do not help the children to count the number of teats on the pretend udder of the cow, or when digging and finding worms in the mud garden.
- The nursery helps children build a greater understanding about where they live and their local community. Staff have taken children on visits to the gurdwara, the church and the mosque to develop an understanding and respect of other religions and cultures. They take trips to the local park and use public transport to travel, which develops children's understanding of the world around them.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a secure knowledge on how to safeguard children in the nursery. Staff confidently name key signs and symptoms which may indicate that a child is at risk of harm. They know what procedures they must follow regarding a child's welfare or about the conduct of a member of staff. Regular staff meetings include in-house training and safeguarding quizzes to ensure their knowledge is up to date. An effective recruitment process is in place. This helps ensure the suitability of adults working with children. Staff ensure that the environment is safe and secure through regular risk assessment.

What does the setting need to do to improve?

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

- help staff to model language to support younger children's early speaking skills
- support staff to help children's understanding of the benefits of keeping healthy
- support children to gain a greater knowledge and awareness of number.

Setting details

Unique reference number	226992
Local authority	Leicester
Inspection number	10234401
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	28
Number of children on roll	38
Name of registered person	Khan, Sabera
Registered person unique reference number	RP511467
Telephone number	0116 2760504
Date of previous inspection	19 December 2016

Information about this early years setting

Tiny Gems Nursery registered in 1994 and is privately owned. The nursery employs 10 members of childcare staff. The manager holds an early years qualification at level 6 and eight members of staff hold relevant qualifications at level 3. The nursery opens from Monday to Friday, all year round, except for bank holidays. Sessions are from 8am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Ali Lancaster

Inspection activities

- This was the first routine inspection the setting 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 setting.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector spoke to the manager, her staff and the children at appropriate times throughout the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector completed a joint observation of an activity and evaluated this together.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager provided the inspector with relevant documentation, including the evidence of staff qualifications and their suitability when working with the children.
- The inspector observed the interactions between staff and children.

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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