

Inspection of Little Gemz

Little Gemz Day Nursery, Millrise Road, STOKE-ON-TRENT ST2 7DN

Inspection date:

29 November 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

Outstanding

What is it like to attend this early years setting?

The provision is good

Children feel safe and secure at this welcoming nursery. They form emotional attachments to staff and their key person and enjoy their positive interactions, which helps to support children's emotional well-being. Children explore the interesting toys and resources and make independent choices about what they would like to do. They become immersed in their play and are enthusiastic to learn. Children have fun using their imagination. For example, they pretend to be doctors and dress up as superheroes and princesses. They develop good independence skills as they learn to dress themselves and put on their wellies. Babies learn to feed themselves developing their hand-to-eye coordination. Children are supported to develop an awareness of the diverse world. They learn about cultures and traditions different to their own, through discussions and activities.

Children have opportunities to develop their large physical skills and enjoy spending time in the outdoor area. They confidently navigate climbing apparatus and ride on wheeled toys with balance and coordination. Younger children become captivated as they make music from pots and pans. Babies are supported in their early walking skills. For example, staff gently help them to stand and take small steps. Older children engage in circle time activities, such as making 'silly soup' as part of their literacy development. Babies snuggle up to the caring staff and explore sensory books and happily join in with the actions of familiar nursery rhymes. Older children cannot contain their excitement as they watch a puppet show. They respond eagerly to questions and comments made by the puppet, developing their listening and attention skills.

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

- The manager is passionate about creating a nursery, where parents feel secure in the knowledge that their children are safe and cared for. This is reflected in the positive comments from the parents. Staff communicate daily with parents and share information about where children are in their learning and the care they receive during the session.
- The manager has created a broad curriculum that provides engaging activities that follow the children's interests and what they need to learn next. Staff benefit from regular supervisions and are encouraged in their professional development. The manager strives for continual progress and can explain what needs to change to drive improvement in the nursery.
- Staff support children's communication and language skills well. They use early screening tools to swiftly identify where children require additional support. Staff use good questioning techniques and provide a narrative as children play to support their growing vocabulary. For example, staff introduce new words, such as 'square' and 'purple', as babies explore different shaped blocks.

- Staff know the children well and can confidently talk about their individual personalities and their next steps in learning. However, some staff do not have a robust knowledge and understanding of the different ways children learn and develop. For example, on occasion, some learning is not sequenced well enough and, at times, staff miss opportunities as they arise to extend children's learning even further.
- Children have opportunities to be creative and mark make. They have lots of fun as they follow their interest in dinosaurs. They use their small motor skills to create a map to go on a 'dinosaur hunt' and learn positional language. Babies enjoy messy play activities. For example, they explore the texture of cocoa powder and water with their hands and feet, pretending they have made 'muddy puddles'.
- Staff act as excellent role models to the children. They use positive reinforcement to manage children's behaviour and use praise and encouragement. However, at times when children struggle to regulate their behaviours, staff do not always consider how they can help children to understand their feelings and emotions and how their behaviours affect others.
- Staff help children to learn about the importance of healthy eating and cleaning their teeth after eating sugary foods. Children follow good hygiene practices, such as washing their hands before eating and after using the toilet.
- The manager and staff work cohesively with other professionals to ensure they are doing what is best for children and their families. The manager has established links with teachers from the local primary schools. They work collaboratively, so that children are ready for the next stage in their education.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a good understanding of safeguarding. They can recognise the different types of abuse and the signs and symptoms that may indicate a child is at risk of harm. Staff are confident in the procedures to follow if they have concerns over the welfare of a child. They are also aware of who to contact should they have concerns about a colleague's practice. There are robust recruitment procedures in place to ensure staff's suitability to work with children. Daily checks of the premises and resources help staff to identify and remove any potential hazards to children. Staff supervise children well to ensure their safety.

What does the setting need to do to improve?

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

- support staff to consistently recognise opportunities to extend children's learning and to consider more carefully the order in which children learn new skills, so that they make the best possible progress

- provide a more consistent approach in helping children to understand and regulate their own feelings and emotions.

Setting details

Unique reference number	EY426494
Local authority	Stoke-on-Trent
Inspection number	10235541
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	53
Number of children on roll	43
Name of registered person	Little Gemz Day Nursery Ltd
Registered person unique reference number	RP905712
Telephone number	01782 545464
Date of previous inspection	9 March 2017

Information about this early years setting

Little Gemz registered in 2012 and is located in Milton, Stoke-on-Trent. The nursery employs nine members of childcare staff. All of whom hold appropriate early years qualifications from level 2 to level 4. The nursery is open each weekday from 7am to 6pm all year round. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Angela Hulme

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 and the inspector completed a learning walk together to look at how the curriculum is planned to meet children's needs and development.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- A meeting was held with the inspector and the manager to discuss leadership and management arrangements.
- The inspector looked at relevant documentation and checked evidence of the suitability of the staff working in the nursery.
- The views of parents were taken into consideration by 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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