

Inspection of Little Gems of The Sea

Star of the Sea Primary School, Seatonville Road, WHITLEY BAY, Tyne and Wear
NE25 9EG

Inspection date: 21 December 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 thrive in this caring nursery, where children and families are treated as one big family. Staff recognise that every child is special in their own right and the ethos of the nursery builds on this. Children are very happy in the nursery. They develop a good relationship with their key person and other staff. For example, three-year-old children thoroughly enjoy playing with shaving foam. They laugh and giggle as they clap hands together to cover their key person with foam. Parents say their children are very happy in the nursery. They feel that staff are very caring and approachable. Children are safe in the nursery. Staff supervise them well as they move around the nursery or go outside into the yard.

Staff have high expectations for children's learning. For example, they place a strong focus on developing children's literacy skills. Children develop a love of books. Older children enjoy picking books for staff to read. Staff read stories with good expression. Children listen with enthusiasm. Older children talk about the illustrations and join with key words and phrases. Children behave well. They respond quickly when staff remind them of their expectations. This is evident when they quickly get down off chairs when staff remind them.

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

- Staff have thought carefully about the organisation of the learning environment. This is set up to support the seven areas of learning. Staff have a clear understanding of what they want children to learn, which underpins the organisation. For example, staff working with babies put out books and pictures of farm animals, as well as a farm, to support children to learn animal noises.
- Staff working with babies have a good understanding of how they learn. They have a good understanding of children's interests and stage of development. For example, they use stacking beakers to help babies to develop their grasp and coordination. This helps babies to make good progress.
- Staff teach children how to keep themselves healthy. For example, they consistently remind children to wash their hands after going to the toilet or blowing their noses. All children, including babies, wash their hands before eating. Staff provide healthy meals and snacks, such as fruit and milk. Children enjoy time outside as they use the school yard to run off energy.
- Staff support children's communication and language effectively. There is a strong emphasis on singing and books in the nursery. From an early age, children join in with the actions and refrains of well-known songs. Staff introduce songs as they play alongside children and children confidently join in. Toddlers sit on their key person's knee and use puppets to join in with songs. This helps to support their language development.
- Staff have a good attitude to working in partnership with parents and the local

school. They talk about what children are doing and find out information about how they can support children further. For example, staff are currently building on children's learning in the adjacent nursery and helping older children to develop their early writing skills.

- The nursery staff have a good attitude to professional development. They attend a range of training to strengthen their practice further. For example, staff have recently evaluated their practice following training on aspects of behaviour, such as biting. This has had a positive impact and has reduced incidents in the nursery.
- Staff have a clear routine, which children know and follow. For example, children anticipate snack time or story time. However, there are some aspects of the routine, such as group times, which do not support children to concentrate. For example, older children are sometimes distracted by younger children singing at group time. This impacts on their concentration.
- Staff have a range of equipment to develop children's physical skills, such as slides and scooters. However, staff have not yet thought enough about the order in which children develop their skills in physical development. The curriculum is not sufficiently well sequenced to ensure that children continue to develop their skills in this area. For example, staff have not thought about how they can provide sufficient challenge for older children.

Safeguarding

The arrangements for safeguarding are effective.

The manager and her staff have a strong understanding of how they can keep children safe. The manager and provider ensure that staff undertake a range of training to keep their knowledge and skills up to date. Staff talk confidently about the signs that suggest a child may be at risk of abuse. They know who to contact if they had a concern about a child. The manager and staff check the area thoroughly to make sure that children are safe. For example, they lock doors into the setting to prevent unauthorised people entering. Staff supervise children carefully, for instance, outside to ensure that they are safe.

What does the setting need to do to improve?

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

- ensure that children are able to maintain high levels of concentration, particularly at group times
- review the curriculum for physical development to make sure that older children's skills continue to develop.

Setting details

Unique reference number	EY407920
Local authority	North Tyneside
Inspection number	10263757
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	36
Name of registered person	McEntee, Gemma Louise
Registered person unique reference number	RP515346
Telephone number	07500 116 133
Date of previous inspection	11 May 2017

Information about this early years setting

Little Gems of The Sea registered in 2010 and is located in Whitley Bay, Tyne and Wear. The nursery employs seven members of childcare staff. All staff hold appropriate early years qualifications at level 3 and above. The nursery opens all year round from 7.30am to 5.30pm on Monday and Friday, and from 7.30am to 6pm on Tuesday to Thursday, except for Christmas and bank holidays. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Elizabeth Fish

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 showed the inspector around the nursery and explained how the curriculum is organised.
- The inspector spoke to children and staff at appropriate times during the inspection.
- The manager evaluated an activity with the inspector.
- The inspector observed children playing and evaluated the impact of staff's interactions on children's learning.
- Parents spoke to the inspector and shared their views on the nursery.
- The manager and the provider shared how they manage the nursery and keep children safe.
- The inspector viewed a range of documents, including those relating to staff's suitability.

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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