

Inspection of Little Gems Nursery

Abbotsford Preparatory School, 211 Flixton Road, Manchester M41 5PR

Inspection date: 9 January 2023

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children arrive at this nursery smiling and eager to start their day. Children's key persons listen intently as children chatter about their weekend. Staff plan engaging activities based on children's interests and needs. For example, children learn about the care that babies need and bathe dolls. This supports children who are soon to welcome a new sibling. Older children gather round for circle time, and staff ask how they are feeling that day. Some children reply that they are happy because they are at nursery.

Children are physically active throughout the day. They show developing coordination as they balance on bridges outdoors and climb on soft play equipment in the school hall. Children practise the fine motor skills they need for future writing by playing with dough, picking up small objects with tweezers and scooping flower petals from a water tray.

Babies beam with joy as they practise early walking skills, and staff cheer them on. Children who are new to the setting quickly form strong attachments to staff, who ensure they feel safe and secure. Children enthusiastically explore the learning opportunities that staff provide. Children behave well, and this results in a calm environment. The manager supports staff to deliver a wide curriculum that builds on what children know and can do. Children are motivated to learn and make good progress in all areas.

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

- Staff have a clear vision of what they want children to learn as they move through the nursery. Staff build on what children already know and can do to ensure they make steady progress. For example, younger children recognise the first letter in their name through play before learning how to find their own 'name pebble' to register in the next room. Children acquire a broad range of knowledge and skills to prepare them for future learning.
- Staff support children to develop good communication skills. They ask open-ended questions and model a good use of English. Children speak clearly and confidently. For example, during circle time, staff ask young children what activities they plan to do. Later, children say, 'I've finished with the water. I think I'll dry my hands and go and build.'
- Staff use assessment effectively to understand children's next steps. They plan activities based on children's interests in order to increase children's engagement. For example, staff use children's interest in finding bugs in the garden to encourage their counting skills during a bug hunt. However, during some planned learning opportunities, staff do not always demonstrate precisely focused learning intentions based on children's next steps. As a result, children

sometimes lose interest and become unfocused. This does not support children to reach their full learning potential.

- Children's behaviour is good. Staff model the friendly, courteous behaviour they expect from children. Children are kind to their friends and use good manners. They are encouraged to think about their actions and are given breakable objects that they learn to handle with care. As a result, children treat staff, each other and the resources with respect.
- Staff establish effective routines for rest, learning and physical activity. As a result, children are calm throughout the day and know what to expect next. However, mealtime routines and transitions can sometimes be disorganised, and some children find this unsettling.
- Children develop some good independence skills as they serve their own vegetables, tidy up after playing and put their own shoes on. However, on occasion, staff carry out tasks for children that they are capable of doing independently, such as wiping children's faces and pouring their drinks. As a result, children are not always supported to learn to do things for themselves and develop their self-help skills.
- Partnership with parents is a strength, as staff actively seek ways to support children and their families. For example, as children move to different rooms, parents receive extra reassurance that their child is happy through photos and phone calls. The child's key person supports the child to move to the new room so that the transition is seamless for the child. As a result, children feel secure and confident to continue their learning.
- Staff are well supported by the manager, and practice improves as a result. For example, apprentices quickly learn the skills needed to support children with a range of needs and abilities. Staff work well together as a team and take pride in children's progress and happiness.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand their roles and responsibilities to safeguard children. Staff are knowledgeable about the signs and symptoms of abuse, including the signs of emotional abuse and neglect. Children are encouraged to talk about their feelings and any worries they might have, and staff have a good understanding of the action to take if children disclose abuse. Staff know how to report any safeguarding concerns they have. Leaders have established thorough and robust systems for recruitment and induction to ensure staff are suitable for their roles. Staff hold paediatric first-aid certificates and are confident what action they would take in case of an emergency.

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 plan organised learning opportunities with sharply focused learning intentions that help children to make high levels of progress
- enhance practice during mealtime routines to secure a calm environment for children
- refine staff practice to ensure children are consistently given opportunities to reach the independence of which they are capable.

Setting details

Unique reference number	EY473053
Local authority	Trafford
Inspection number	10264248
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	0 to 3
Total number of places	36
Number of children on roll	71
Name of registered person	AS Northern Limited
Registered person unique reference number	RP533058
Telephone number	01617483261
Date of previous inspection	8 June 2017

Information about this early years setting

Little Gems Nursery registered in 2010 and re-registered under new ownership in 2013. The nursery is registered on the Early Years Register and is managed by AS Northern Ltd. It is situated in the grounds of Abbotsford Preparatory School, located in the Urmston area of Manchester. The nursery employs 12 members of childcare staff. Of these, three staff hold level 6 qualifications, with two of those holding qualified teacher status, eight staff hold appropriate early years qualifications at level 3, and four are unqualified. The nursery opens Monday to Friday, all year, except for two weeks at Christmas. The nursery is open from 7.30am until 6pm. The nursery provides funded early education for two- and three-year-old children.

Information about this inspection

Inspectors

Natalie Myatt
Liz Dayton

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- The manager took the inspectors on a learning walk. They discussed the curriculum and what they want their children to learn.
- Children talked to the inspectors about what they enjoy doing at the nursery.
- The inspectors spoke to staff at appropriate times during the inspection and took account of their views.
- The inspectors observed the quality of education being provided and assessed the impact this was having on children's learning.
- The manager and inspectors carried out a joint observation together before discussing the impact of practice on children.
- Parents and carers shared their views about the setting with the inspectors.
- The inspectors held discussions with the leadership team.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023