

Inspection of Little Gems

Brickfield Industrial Estate, Gillingham, Dorset SP8 4LT

Inspection date: 21 April 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	Inadequate
--	------------

What is it like to attend this early years setting?

The provision is good

Children enjoy attending this friendly and welcoming nursery. They arrive happily and staff use effective strategies to settle any that may need extra help to separate from their parents. Children develop independent skills from a young age and even babies feel secure enough to move around confidently and choose what to do. For example, they explore sand and water and join in with a dancing activity. Children are well behaved. They learn to share and take turns during activities, such as balancing on planks and tyres, and older children look at books with staff about how to manage their feelings. Staff have worked to improve behaviour management and there is a calm atmosphere, which helps children to focus on activities.

Children make good progress from their starting points. Staff have high expectations for all children and focus sharply on their particular interests to engage them in their learning. This helps children to be motivated and able to focus well on what they are doing. Staff interact well with the children, providing encouragement and helping them to become active learners. They ensure that those children that need additional help to make progress are promptly identified and put plans in place to support them. They also work closely with parents and other agencies, such as Portage, to ensure a shared approach to meeting the children's needs.

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

- Staff have successful partnerships with parents. They work closely with them to find out about children's routines and what they can already do when they start. There is frequent two-way sharing of information about the children's needs and progress. Staff involve parents fully in their children's learning and give them ideas of how to support this. They involve parents in the nursery through activities, such as a recent Mother's Day celebration. Parents comment positively on staff's professionalism, patience and partnership working.
- Leaders took prompt and decisive action following the last inspection to safeguard children and improve the provision. They have worked hard to meet the actions set and move forward. Leaders are now monitoring practice and providing coaching and training to develop staff's knowledge and skills in all areas. They reflect on the quality of the provision and are able to identify areas for development.
- Staff make regular observations and work with parents to find out about children's interests and ensure that they provide learning opportunities linked to these. They are also working on 'in the moment' planning, responding to children's play and ideas and extending these to help them make progress. They understand the importance of repetition to allow children to practise their new-

found knowledge and skills. However, staff's understanding of the overall curriculum and how it links to planning is not yet fully embedded to ensure the best possible outcomes for children.

- Children learn about expectations for their behaviour and older children have helped staff to draw up the golden rules for their room. Staff use soft toys, such as 'kind hands Kitty', to remind toddlers about how to behave. Children learn to respect others. They use multicultural resources, which help them to learn about the wider world. Staff are aware that some children come from diverse backgrounds and speak different languages at home. However, they do not always take enough account of this to help these children feel fully valued and to further extend their communication skills.
- The provision for children under two is particularly strong, effectively building the foundations that they need at the beginning of their learning journey. Staff provide a nurturing environment, which helps them feel secure and confident. Young children develop independent skills, such as putting their drink on the side and going to wash their hands before eating. They join in with a story activity, concentrating on it for a prolonged period due to the skilful staff who make it an exciting and interactive experience.
- Most children are confident communicators, who interact enthusiastically with adults and other children. Children chat animatedly with staff about a variety of subjects and talk to each other as they play. Staff provide effective extra support for those who need additional help with their language development.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have worked hard with staff to build a robust safeguarding culture. Staff have a thorough understanding of the possible signs that a child may be at risk of harm and know what to do if they are concerned. They are clear about their individual responsibility to safeguard children and to put this before any other considerations. They know how to escalate concerns outside the nursery if this is necessary. Leaders keep safeguarding at the forefront of staff's practice. For example, they use quizzes, quick fire questions and discussion at regular meetings to keep staff's knowledge up to date.

What does the setting need to do to improve?

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

- develop further understanding of the overall curriculum and how this links to planning to ensure that children make the best possible progress in their individual learning
- increase understanding of how to value and celebrate children's diverse backgrounds and the languages spoken at home.

Setting details

Unique reference number	EY547022
Local authority	Dorset
Inspection number	10267739
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	42
Number of children on roll	69
Name of registered person	Tobin, Gemma
Registered person unique reference number	RP547021
Telephone number	01747 837869
Date of previous inspection	21 November 2022

Information about this early years setting

Little Gems registered in 2017. This privately owned nursery is situated in Gillingham, Dorset. The setting opens Monday to Friday, from 8am until 5.30pm, all year round. The nursery receives funding to provide free early years education for children aged two, three and four years. There are 13 staff. Of these, two have qualifications at level 6, eight have qualifications at level 3 and two have qualifications at level 2.

Information about this inspection

Inspector

Catherine Sample

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/ disabilities.
- 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 carried out a joint observation of a story telling activity.
- Parents shared their views of the setting with the inspector.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.

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