

# Inspection of Little Gems Nursery Compton

4 Avenue Road, Wolverhampton WV3 9JR

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Inspection date: 25 April 2023

<b>Overall effectiveness</b>	<b>Inadequate</b>
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The quality of education	<b>Inadequate</b>
Behaviour and attitudes	<b>Inadequate</b>
Personal development	<b>Inadequate</b>
Leadership and management	<b>Inadequate</b>
Overall effectiveness at previous inspection	Not applicable

## What is it like to attend this early years setting?

### The provision is inadequate

The safety and well-being of children in this setting are not assured. This is because daily risk assessments are not effective to identify all potential risks on the premises. For example, dangerous items are left out in parts of the building that are accessed by children and parents. The outdoor area is not suitable for young children due to uneven surfaces and trip hazards. Furthermore, staff have not fully considered all risks relating to aspects of the daily care routines for young children. The feeding arrangements for babies do not ensure that they are sitting in an upright position to minimise the risk of choking. This means that the setting is not a safe place for children to play and learn.

The learning, development and well-being of young children are negatively impacted by the setting's choice to care for children under and over two years of age in the same room. Staff recognise when babies are tired. However, distractions in the environment mean that babies cannot settle to sleep. As a result, babies become overtired and upset. Furthermore, staff have not considered the learning environment and resources that babies require to make the best possible progress. Despite these weaknesses, children are generally happy and content in the setting. Relationships between staff and children are positive. Staff are kind, caring and nurturing. For example, they cuddle children when they are upset and sing gently to them. Staff offer praise for all achievements, no matter how small. This offers children comfort and reassurance.

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

- The quality of teaching is variable. Staff do not consistently structure and implement a meaningful curriculum. Staff often just provide resources for children rather than consistently considering what skills they want children to learn. When staff do have a focus on what they want children to learn, they do not implement this in practice. For example, children who are learning to crawl and stand are not provided with opportunities to practise these skills. This means that children are not sufficiently supported in their development.
- Staff struggle to meet the individual needs of children of different ages. Children are frequently distracted from their learning by other activities and events taking place in the room. For example, children who are counting lose focus as another staff member sings a nursery rhyme to a younger child. Routines are not established to support children's learning and personal development.
- Staff do not plan a broad curriculum for outdoor learning. Opportunities for outdoor play are minimal. Resources outside are limited and do not meet the needs of all children, especially babies. Staff aim to support children's physical development by taking children to the local park. However, this is not frequent enough. This limits children's opportunities to develop their gross motor skills.

- Staff talk to children as they play. They ask children lots of questions. However, staff do not allow children the time to think and respond before they ask another question. This has an impact on children's communication and language development.
- Staff gather important information about children before they join the setting. For example, they find out about their likes, dislikes and any dietary requirements. Staff are committed to embracing diversity and promoting equality. They value the individual faiths and beliefs of parents and children who attend the setting, and these are celebrated. This helps children to be respectful of cultures that are different to their own.
- Staff encourage early mathematical development. Children are exposed to mathematical language in their play. For example, staff compare 'big' and 'small' sea animals. Staff use counting in play and encourage children to count along with them.
- The provider is keen to develop her setting. There are systems in place for the supervision of staff. There are opportunities for staff to access some training. However, the provider is yet to establish focused professional development plans to improve staff's knowledge and skills and to raise the quality of teaching to a good level.
- Partnership with parents is good. Staff keep parents informed about their children's day. Parents are pleased with the progress their children make and are encouraged to support learning at home. Staff work with parents to ensure that they provide healthy packed lunches for children and they work together to promote healthy eating.

## Safeguarding

The arrangements for safeguarding are not effective.

Risk assessments are not robust enough to identify all potential risks within the setting. This means that the provider and staff cannot ensure a safe and secure environment for children. However, the provider and her team know what action to take if they have concerns about the welfare of a child, or if an allegation is made against a member of staff. The provider follows safer recruitment guidelines and completes ongoing suitability checks for staff working with children.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	Due date
improve the use of risk assessments to ensure all risks to children are identified and swiftly removed or minimised	23/05/2023

ensure babies are cared for in a separate baby room to fully promote their learning, development and well-being needs	23/05/2023
ensure children have daily opportunities for planned outdoor activities	20/06/2023
improve the quality of teaching, and the use of planning, so that children consistently benefit from challenging learning opportunities that take account of their next steps	20/06/2023
ensure the organisation of routines enables children to be fully engaged in their learning, without distractions	20/06/2023
support staff to promote children's communication and language development by ensuring that they give children enough time to think and respond to questions	20/06/2023
improve staff's professional development opportunities to help raise the quality of teaching to a good level.	23/05/2023

## Setting details

<b>Unique reference number</b>	2614886
<b>Local authority</b>	Wolverhampton
<b>Inspection number</b>	10281012
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 2
<b>Total number of places</b>	24
<b>Number of children on roll</b>	5
<b>Name of registered person</b>	Little Gems Nursery Ltd
<b>Registered person unique reference number</b>	RP560365
<b>Telephone number</b>	07505543582
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Little Gems Nursery Compton registered in 2021. Four staff are employed to work with the children, of whom three are qualified. One holds early years professional status, one holds a level 3 qualification in early years and the other holds a level 2 qualification in early years. The nursery is open Monday to Friday, from 8.30am until 3pm. Funded early education is provided for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Roxanne Mason

## 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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The registered person and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the registered person about the leadership and management of the setting.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The registered individual and the inspector carried out a joint observation during snack time.
- The registered individual showed the inspector documentation to demonstrate the suitability of staff.

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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