

Inspection of LIA Gems

Leicester Islamic Academy, 320 London Road, LEICESTER LE2 2PJ

Inspection date: 23 May 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

Staff provide a warm and welcoming environment where all children feel happy, settled and confident. Staff are skilled in supporting and nurturing children to reach their potential. The ambitious and carefully structured curriculum enables every child to make progress. Staff know children well and provide activities that engage and motivate children to learn. Children are interested and eager to join in. For example, older children gather round enthusiastically during story time and demonstrate their understanding of familiar fairy tales. They handle books carefully and demonstrate a clear enjoyment of reading. Younger children play happily with their friends, taking turns with the resources. They beam with delight as practitioners sing songs and encourage children to copy the animal noises.

Staff are positive role models and sensitively guide and support children to understand what is expected of them. Children are polite and behave well. Children show kindness and respect for one another. They spontaneously clap to acknowledge a friend's achievements. Children understand the importance of following a healthy lifestyle. They consistently wash their hands at appropriate times, wash their face after eating and learn how to look after their teeth through daily brushing. Children benefit from regular opportunities to get fresh air and to develop and practise their physical skills outside. Children enjoy having the freedom to run, jump and climb. This has a positive impact on children's well-being.

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

- Staff have a clear understanding of each child's individual needs and interests. This enables them to plan meaningful activities that fully motivate children, build on their skills and help them to make progress. Children engage well with their learning and sustain their concentration. For example, when playing a game of hopscotch, children carefully listen to instructions and try hard to master linking two movements together. When playing, they use their mathematical skills to count in order and recognise number symbols.
- Children are fully supported to develop their independence skills. They confidently use cutlery at mealtimes, carefully serving their own meals and pouring their drinks. Staff consistently praise and encourage children's efforts, which motivates children to try new experiences and to persevere with more challenging tasks. This helps children to develop positive self-esteem.
- Leaders and managers have worked hard since the last inspection to monitor and improve practice. Systems to evaluate the provision are effective and ensure children are safe, well cared for and make progress. Further training is identified for staff to increase their knowledge and understanding in relevant areas, such as promoting positive behaviour with children and supporting children's

communication skills.

- Staff build strong relationships with parents. Parents speak highly of the nursery and comment how well staff nurture children and help them to grow in confidence. Staff ensure that parents are fully involved in and well informed about their children's learning. Staff share ideas and send home resources to help parents practise key skills with their child to support their learning and development.
- Staff successfully support children to value each other's differences and to recognise what makes everyone unique. They provide a range of resources that reflect children's home backgrounds, for example, with some of the utensils provided in the role play areas and at mealtimes. This helps children to feel reassured.
- Children are well behaved and develop good manners and social skills. This is supported by the positive relationships they develop with each other and staff. Snack and mealtimes are a lovely social time when children enjoy engaging in conversation, discussing what their favourite foods are and what they enjoy doing.
- The manager uses additional funding effectively to meet the individual learning needs of all children. Carefully chosen resources are purchased that enable staff to focus on identified areas of learning. For example, additional small-world toys help staff to increase children's fine motor skills in addition to supporting children's language skills. Staff work hard to ensure all children achieve the best outcomes.
- Staff generally support children well to develop confident communication skills. They provide a wide range of activities to promote this, such as regular story and singing times. Staff are skilled in developing children's language and vocabulary through discussion and questioning. However, at times, staff do not moderate the volume or tone of their voice to ensure all children engage fully in interactions.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and managers provide regular training opportunities to ensure all staff have a secure knowledge and understanding of safeguarding and child protection procedures. This includes knowing what signs and symptoms of abuse to be vigilant for. Staff know who they would contact to seek advice and how to raise and follow up any potential concerns. Staff are vigilant about completing risk assessments in both the indoor and outdoor environments to help minimise any potential risks. For example, staff carefully check all outdoor play equipment before children use it. Staff provide close supervision at all times to promote the safety and welfare of children. Hygiene routines are given high priority to prevent the risk of cross-infection.

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 implement the most effective strategies to engage children's attention when developing their communication and language skills.

Setting details

Unique reference number	EY487667
Local authority	Leicester
Inspection number	10269756
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	39
Number of children on roll	70
Name of registered person	The Leicester Islamic Academy Trust
Registered person unique reference number	RP534473
Telephone number	0116 296 9634
Date of previous inspection	29 November 2022

Information about this early years setting

LIA Gems registered in 2015 and is located in Leicester. The nursery employs 12 members of childcare staff. Of these, one is qualified to level 6, one is qualified to level 5, six are qualified to level 3 and one is qualified to level 2. The nursery opens from Monday to Friday, term time only. Sessions are from 8am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kate Scheel

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 observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke to children to find out about their time at the nursery.
- The inspector spoke with staff at appropriate times during the inspection.
- The inspector carried out two joint observations of group activities with the manager.
- Parents shared their views of the nursery with the inspector.
- The inspector held discussions with the manager. She reviewed relevant documentation and evidence of the suitability of staff working in the nursery.
- The manager and inspector conducted a learning walk together, discussing the learning intention for children and how the environment is arranged.

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