

Report for childcare on domestic premises

Inspection date: 29 August 2023

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 of all ages and abilities are confident and very happy in the warm and inviting setting. Staff have a secure understanding of how they embed their chosen curriculum and implement it well. This helps them engage all children in their learning opportunities. Children have a positive attitude towards their learning and are eager to join in with the motivating activities that staff carefully plan for them. For example, children are excited to engage in café role play. They confidently ask their friends what they would like, and staff teach children how to form letters as they are encouraged to 'write' down the orders.

All staff are positive role models, and all children know what is expected of them. Therefore, they are polite and behave very well. Children develop good social skills. They play happily together, share and take turns. Children of all ages develop good physical skills. They learn about the different ways they can move their bodies. For example, they balance on beams and climb up a rope ladder safely and with confidence. Children learn about the natural world around them. For instance, they are keen to collect eggs that the chickens have laid and eat home-grown produce from their allotment, such as tomatoes and butternut squash.

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

- The manager and staff establish very secure and trusting relationships with all children. They help them to settle rapidly into the welcoming setting. All staff get to know children's unique personalities well. This includes their interests, needs and individual abilities. All children have high self-esteem. For example, they are very confident and proud to share their achievements with staff and their friends.
- Staff support all children to make good progress. This includes children who have special educational needs and/or disabilities (SEND). Staff liaise closely with other agencies, such as occupational therapists. They observe children together and implement strategies that support children. For example, they introduce techniques and equipment to calm children if they become overwhelmed. Staff attend specialist training to support children. This includes understanding a range of SEND, such as autism.
- All staff, including the manager, establish positive partnerships with parents, who speak very highly of them. Staff establish starting points with parents when children start and keep them informed of next steps in their children's learning. Staff share helpful tips and ideas with parents, such as information regarding potential choking hazards.
- The manager closely monitors the quality of education and care that staff provide children to ensure that it is good. She routinely observes staff teach children and provides them with constructive and helpful feedback. All staff

evaluate their practice together daily. They use their findings to support their future practice.

- The manager and staff regularly attend training. They have learned about how to support children's emotional well-being. This includes aspects such as helping them to manage and process grief. This has supported staff to ensure that all children have the confidence to express their emotions and feelings appropriately.
- Overall, staff support children to develop their communication skills. For example, children enjoy a language-enriched environment and learn new words. However, staff do not consistently provide children with enough time to think and answer thought-provoking questions to build on their developing communication skills even further.
- Staff work hard as a team to ensure that the setting is hygienic and safe, and, overall, have succeeded in doing this. However, staff do not always ensure that all children consistently understand and follow hygiene rules. This includes not placing items in their mouth and understanding more effective hand-washing routines. Nevertheless, children have good opportunities to develop their physical well-being. For example, they learn about the importance of healthy eating.
- All staff help children to gain a good understanding of other peoples' similarities and differences, outside of their own communities and experiences. This includes different languages and traditions of other countries. For example, children learn words in Welsh and they try food from around the world, such as Spanish tortillas.
- Staff use additional funding well to support the individual needs of children. For example, they have purchased outdoor play equipment to build on children's enjoyment of learning outdoors.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a secure and confident knowledge and understanding of all safeguarding and child protection policies and procedures. This includes knowing what signs and symptoms of abuse to be vigilant for that could highlight an issue for a child's safety. All staff know who they would contact to seek advice and how to raise and follow up any potential concerns. This includes knowing how to manage any allegations raised against any adult associated with the setting. Staff complete thorough risk assessments to help minimise any potential risks. They teach children how to keep themselves safe. For example, they talk about the rules of how to cross the road safely.

What does the setting need to do to improve?

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

- strengthen staff's skills to ensure that they give children enough time to think and then respond to questions they are asked
- support staff to consistently promote children's understanding and implementation of following good hygiene routines.

Setting details

Unique reference number	EY459636
Local authority	Surrey
Inspection number	10301701
Type of provision	Childcare on domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	12
Number of children on roll	16
Registered person unique reference number	RP510839
Date of previous inspection	30 January 2018

Information about this early years setting

Little Gems registered in 2013. This is a registered setting on domestic premises, which is the manager's home address. It is located in Ashford, Middlesex. The setting is open Monday to Friday, from 8am until 6pm, all year around. The setting receives funding to provide free early education for children aged two, three and four years. The setting employs six members of staff, three of whom hold a relevant early years qualification at level 3 and above, including one at level 5.

Information about this inspection

Inspector
Kelly Hawkins

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 carried out a learning walk with the manager. The inspector assessed the impact of the quality of staff interactions and the learning opportunities they provide children.
- The inspector viewed the indoor and outdoor learning environments.
- Written documentation was reviewed. This included safeguarding and child protection policies and procedures.
- The inspector spoke to the manager, children and staff at convenient times, as well as reviewing written feedback from parents, and considered their views.
- The manager and inspector carried out a joint observation on a planned activity that focused on supporting children to develop their communication and language skills.

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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