

# Inspection of Little Gems Nursery

21b Lynmouth Road, London N16 6XL

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Inspection date: 13 June 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Outstanding
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children are happy and confident. They enjoy their time at the nursery and make good progress in their learning and development. Staff are warm and attentive and know the children very well. They plan stimulating activities based on children's individual interests. Doing this secures children's engagement and provides meaningful opportunities for them to practise and build on their previous skills and knowledge.

Most staff are adept at supporting children's independent play. They observe their play, intervening where appropriate, adding new resources and asking questions to extend children's ideas and thinking skills. Staff support children's communication well. They speak slowly and clearly, using simple sentences to secure children's understanding. New words are introduced and their meaning and use explained.

Children's behaviour and their personal and social skills are good. Children play well together, sharing and taking turns appropriately. When children forget the rules they are gently reminded by staff how to behave and why their behaviour is inappropriate. Routines are well embedded and are fully understood by the children. They know that they must wash their hands before eating and tidy away their toys after playing with them. Staff give clear instructions during adult-led activities to make sure children understand what they are being asked to do.

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

- Parents are well supported by the manager and staff. The manager always makes herself available to answer queries and to provide advice when needed. She understands the local community well and uses this knowledge to tailor parental support.
- The curriculum focuses on the prime areas of the early years foundation stage. The clear intent makes sure all children have the necessary skills and knowledge to be successful in their future learning. Children are well prepared for their transition to school.
- All staff are very hard-working and extremely dedicated to their roles. They want all children to thrive. However, some staff are not as experienced and skilled in leading activities. The manager has scope to enhance professional development opportunities for these staff to strengthen the overall quality of children's education further.
- The provision is organised effectively. Children have lots of opportunities to explore resources independently and to join in with adult-led activities. However, at times, some staff do not adapt adult-led activities to fully meet the individual learning needs of all children who choose to participate.
- Key persons observe and assess their key children regularly. The information

they gather is discussed with all staff at weekly planning meetings. Staff generally understand each child's learning needs and how to support them effectively.

- Communication and language development is well supported by the provision. Children enjoy reading and listening to stories throughout the day. They have many opportunities to practise their early writing skills and learn about the sounds that different letters make.
- Everyday mathematics learning is good. Staff identify many opportunities for children to count and to identify and talk about shapes and patterns while playing.
- Provision for children with special educational needs and/or disabilities (SEND) is a strength. Their learning and development needs are identified early on and targeted support is swiftly provided. Staff work closely with external agencies, acting on their advice. Targets for learning and development are set and are regularly reviewed, ensuring that children with SEND make good and/or better progress.
- Children's attitudes to learning are good. They are focused and concentrate well. For example, younger children enjoy making and playing with dough. They use their hands to flatten and manipulate it and then select appropriate tools to make patterns on the surface and shape it. They are fully engaged and stay for long periods at the activity.
- Parents are very happy with the nursery and the support they and their children receive. Daily discussions with staff keep them fully up to date with their children's learning and development. Parents feel that their children have made very good progress since starting at the nursery.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have a good understanding of the possible risks to children. They know what to do and the procedures to follow if they have a concern about a child or a member of staff. The manager regularly checks staff's knowledge and makes sure their safeguarding training is always up to date, including in a range of issues such as the 'Prevent' duty and female genital mutilation. Regular staff meetings and supervision sessions are used to discuss any safeguarding concerns. Recruitment of staff is robust and follows safer recruitment guidelines. Regular risk assessments of the play spaces are carried out to ensure children's safety at all times.

## **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 planning of adult-led activities by considering the precise needs of all children to further enhance their individual learning experiences

- review opportunities for less-experienced staff to develop their knowledge and teaching skills, further developing the quality of education offered.

## Setting details

<b>Unique reference number</b>	EY422766
<b>Local authority</b>	Hackney
<b>Inspection number</b>	10283861
<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>	1 to 4
<b>Total number of places</b>	80
<b>Number of children on roll</b>	84
<b>Name of registered person</b>	Little Gems Nurseries Limited
<b>Registered person unique reference number</b>	RP530414
<b>Telephone number</b>	02030510668
<b>Date of previous inspection</b>	2 November 2017

## Information about this early years setting

Little Gems Nursery registered in 2011. It operates from a converted community hall situated in Stamford Hill, in the London Borough of Hackney. The nursery is open from 8am to 3.30pm each weekday, during term times only, and includes an after-school service. The nursery employs 15 members of staff. Of these, 11 hold relevant early years qualifications from level 2 to level 6. The nursery is in receipt of funding for children aged two, three and four years.

## Information about this inspection

### Inspector

Paul Church

## Inspection activities

- This was the first routine inspection the nursery 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 nursery.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector carried out joint observations of activities with the manager.
- Staff spoke to the inspector, and parents shared their views on the nursery during the inspection.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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