

Inspection of Precious Jewels Nursery

St. Augustines Church & Church Hall, 16-18 Broadwater Road, LONDON SW17 0EF

Inspection date: 14 December 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 Good

What is it like to attend this early years setting?

The provision is good

Children enjoy their time at this diverse, welcoming nursery. They develop close bonds with the staff team, who reflect their cultural and religious backgrounds. Children arrive happy and separate from their parents with ease to join their friends engaged in meaningful play. Staff provide fun opportunities that help to promote children's literacy skills. For example, older children learn to recognise letters of the alphabet and the sounds that they make as they play alphabet bingo. They concentrate intently and jump for joy when they identify letters from their card. Children's early writings skills are fostered well and they enjoy making marks for purpose. For instance, younger children create lines and circles on paper, while the older children create recognisable stick people on wipe boards with markers.

Staff support children's communication and language skills effectively. They help children with language delays and those who speak English as an additional language to develop their vocabulary successfully. For example, staff regularly read stories and sing songs with the children and use pictures that help children to understand the meaning of new words. They introduce new words, such as Jupiter, Mars and Uranus, to extend children's language. Children behave well as staff are positive role models. Children are encouraged by staff to be polite and say please and thank you. Children's self-esteem and confidence are developed successfully as they receive lots of praise for their accomplishments.

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

- Staff have a good understanding of how children learn and develop. They provide children with a broad curriculum that interests and motivates them to learn. Children engage in activities that are based on their next steps and individual interests. All children, including those with special educational needs and/or disabilities, make good progress in relation to their starting points.
- Children have plenty of opportunities to play outside in the garden and develop good physical skills. They move around with confidence on balance bikes. Children confidently use their feet and their core to help them to balance and propel themselves around obstacles in their path.
- Young children have access to a cordoned off area to sleep. However, the current sleeping arrangements for children are not planned as carefully as possible to help all children get a good quality of sleep.
- Children's mathematical knowledge is promoted well. They learn about the concept of time as they access five minute sand timers to encourage their turn taking and sharing when using wheeled toys. Children use numbers and count in sequence as they play 'What's the time Mr Wolf' in the garden with staff.
- The management team and staff have high expectations for the children. They developed effective partnerships with parents and outside professionals, such as

the speech and language therapist, and occupational therapist. Parents speak positively about the care their children receive. They feel that their children's needs are met and that they progress well in their learning. Parents are encouraged to be involved in their children's learning, for example, through parents' evenings and completing 'All About Me' forms.

- Children have many opportunities to be creative explore and investigate using a range of different materials. They access paints, stickers, glue and glitter to create Christmas cards for their family. Children's creativity is further promoted as they access musical instruments from around the world to create a range of melodies and rhythms.
- Children have healthy, nutritious meals throughout the day. Their independence is encouraged as they dish out their own meals, pour their drinks and scrape out their plates. Children are encouraged to try different tastes and textures. For example, they have hands on experience of learning about the natural world as they have planted and tend to tomatoes. Children are eager to harvest the tomatoes when ripe and help wash them in preparation for snack time.
- The management team regularly evaluate staff's practice through in the moment coaching, one-to-one meetings, staff meetings and appraisals. However, supervision processes do not always link together to specifically target and strengthen the practice and teaching of the staff to the highest level.
- Self-evaluation is used well to identify further ways to build on the good practice. The management team is committed to maintaining good overall standards.

Safeguarding

The arrangements for safeguarding are effective.

Designated safeguarding leads and staff are aware of their roles and responsibilities to protect children in their care from harm. Staff regularly undertake child protection training to help them to recognise the signs and symptoms of when a child may be at risk of harm. There is effective security to gain access to the building, and hall. Staff perform daily safety checks, covering all areas of the nursery to keep children safe. Children's safety is promoted on outings as they are closely supervised and use walking rope. The nursery has comprehensive safer recruitment procedures, which they ensure recruitment agencies use to recruit staff. This involves criminal background checks, obtaining references and health checks.

What does the setting need to do to improve?

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

- consider the organisation of the sleep area and rest time routines, to further promote children's health and well being
- strengthen coaching and training for staff, so that it targets their individual

development needs and helps raise the quality of education to the highest level.

Setting details

Unique reference number	EY397068
Local authority	Wandsworth
Inspection number	10312115
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	90
Number of children on roll	29
Name of registered person	Precious Jewels Nursery Limited
Registered person unique reference number	RP906052
Telephone number	0208 767 3801
Date of previous inspection	20 April 2018

Information about this early years setting

Precious Jewels Nursery registered in 2009. It is located in Tooting in the London Borough of Wandsworth. The nursery is open each weekday from 7.45am to 6pm, for 50 weeks of the year, and is closed on public bank holidays. The nursery employs seven members of staff, including the manager. Of these, six members of staff hold early years qualifications ranging from level 7 to level 2. The nursery receives funding for free early years education for children aged two, three and four years.

Information about this inspection

Inspector

Trisha Edward

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.
- The inspector observed the quality of education indoors and outdoors and assessed the impact on children's learning.
- The manager and the inspector conducted a joint observation.
- Parents shared their views of the nursery with the inspector.
- The special educational needs coordinator spoke to the inspector about how they support children with suspected special educational needs and/or disabilities.
- The inspector held several discussions with staff and children during the inspection.

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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