

Inspection of Midget Gems

Units 6-7, Grandale, Hull, North Humberside HU7 4BL

Inspection date: 3 January 2024

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

Staff create a friendly, welcoming environment. They are well qualified, very experienced and have worked together a long time. Children show they feel safe with them. They arrive happily and are settled and busy throughout the day. Leaders acknowledge the impact that the COVID-19 pandemic continues to have on children's development. They have placed a high focus on supporting children's personal, social and emotional development. This offers a great deal of comfort to children and reassurance to parents.

Children develop pleasant friendships and play well with their peers. Older children learn to acknowledge the needs of the younger ones. Staff model pleasant manners and consistently reinforce children's good behaviour. They praise children warmly for their 'good waiting' or 'good sharing'. Children know what is expected of them and they behave very well.

Staff help children to stay focused in their play and learning. They introduce mathematical concepts and new vocabulary wherever children choose to play. Children are proud of the praise they receive for their efforts and successes. Consequently, they are motivated to try again when a construction task is tricky. They also practise the task again when they have managed to click the pieces together. Children go on to build impressive flying machines.

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

- Staff know the children and their families very well. This has a significant impact on children's learning and care. Staff know precisely what children need to learn and practise. They understand that changes at home can sometimes have an impact on children's behaviour and development. Staff consistently help children to make the best progress possible. Parents confirm that they are reassured by the quality of care and education their children receive.
- Staff work effectively with the local authority and other services. This means that children with special educational needs and/or disabilities get the support they need to catch up with their peers. Staff have considerable knowledge and useful experience in securing the necessary support.
- Staff talk enthusiastically about recent training on mathematics and social learning. They explain how it influences their practice and continually improves the curriculum they follow. Training is successfully shared with all staff. This means that techniques for gaining children's attention work very well in practice. Children are used to listening to and heeding adults. This promotes their learning and their safety.
- There is a happy flow of conversation throughout the day. Staff model good language to the children. They often weave in simple sign language to help

children express themselves. Staff repeat single words for the toddlers to copy, and they successfully extend older children's vocabulary. Children enjoy books, stories and rhymes. Older children are keen to join in with well-known sections. Books are selected to enhance children's learning in other areas. For example, while enjoying 'The Very Hungry Caterpillar', children practise counting the strawberries and oranges in the story. They learn vocabulary to talk about the life cycle of a butterfly. Stories and conversations also inspire children's artwork. Children talk in some detail about the ghosts or cars in their pictures.

- Staff plan a rich learning environment, indoors and outdoors, that inspires children to explore. Children engage themselves fully in the activities provided. They enjoy practising their physical skills or playing in the mud kitchen outside in the fresh air each day. This benefits children's health and development. However, children's interest in the living world around them is not fully harnessed. For example, there are times when there are no bushes, plants or bird feeders in the yard. This means there are limited insects or other wildlife to spark children's interest, or to consolidate what they have seen in stories and books.
- Children confidently follow purposeful routines that promote their health and development. They become increasingly independent. For example, they automatically wash their hands before lunch and get their own coats on ready to play outside. The most able children blow their noses independently and put the tissue in the bin afterwards. Staff remind children to drink their water regularly to stay healthy. Children know which is their own bottle or cup.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- consider ways to spark children's interest and increase their active involvement in the living world around them throughout the year.

Setting details

Unique reference number	EY264910
Local authority	Kingston Upon Hull City Council
Inspection number	10304931
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	1 to 4
Total number of places	24
Number of children on roll	29
Name of registered person	Elaine Tweddell Limited
Registered person unique reference number	RP535194
Telephone number	01482 828 189
Date of previous inspection	6 February 2018

Information about this early years setting

Midget Gems registered in 2003. The nursery employs six members of childcare staff. Of these, two hold a childcare qualification at level 5, and four hold appropriate qualifications at level 4. The nursery is open all year round, Monday to Friday, from 7am until 6pm with the exception of bank holidays. It provides funded early education for two-, three- and four-year-olds.

Information about this inspection

Inspector
Pat Edmond

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 manager and staff talked to the inspector about their curriculum and what they want their children to learn. They observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector talked to children, parents and staff at appropriate times during the inspection and took account of their views.
- The inspector carried out joint observations of group activities with the manager.
- The inspector looked at a sample of documents and records. This included evidence of the suitability of staff working in the provision and a range of other documents required for the safe and effective management of the provision.

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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