

# Inspection of Little Gems Nursery

Abbotsford Preparatory School, 211 Flixton Road, Manchester M41 5PR

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Inspection date: 24 January 2024

<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	Inadequate
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## What is it like to attend this early years setting?

### The provision is good

Leaders have successfully addressed the actions raised at the previous inspection. They have improved staff's knowledge of safeguarding matters. Leaders ensure the suitability of all staff before they work with children. The maintenance work that was taking place at the previous inspection has now been completed. Children have returned from the temporary space that was being used for childcare to their designated base rooms. Robust risk assessment procedures are completed to ensure that these rooms are safe and secure.

Leaders have devised a well-considered curriculum for all children at this homely nursery. Staff plan exciting activities that build on what children know and can do and instil a love of learning. Children eagerly explore the exciting environments that staff have created. Babies splash and stamp in water. Older children eagerly explore the garden and identify different coloured objects with magnifying glasses. Children are inquisitive learners who make good progress in their development.

Staff show care and concern for the children. They engage with the children to extend their learning. Children excitedly hold out their hands and staff respond by singing 'Row, row, row your boat'. Children then flock around staff and wait for their turn. Children have loving bonds with the staff and the other children. When they notice other children are sleeping, they gently place teddy bears next to them. Children behave well and have learned how to be kind and caring.

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

- Leaders provide targeted support and coaching to staff. This helps them to understand the setting's policies and to continually improve their practice. Leaders seek the views of parents and staff and use this feedback to reflect on what is working well and any areas where improvements could be made. However, leaders do not always identify minor weaknesses in the implementation of the curriculum. For example, they have not identified that opportunities for children to develop counting skills are limited.
- Staff know children well and they use this knowledge to plan experiences that help children to progress in their development. Overall, staff are clear about what they intend for children to learn from the activities they provide. However, as staff prepare for mealtimes, they are not always clear about what they intend for children to learn. At these times, children can spend unnecessary periods of time waiting and are not always engaged in high-quality learning experiences.
- Leaders closely monitor the progress that children make, particularly in their communication skills. They respond swiftly and effectively when any delays are identified. Staff encourage children's communication skills through purposeful interaction. As babies point, staff name the objects. As staff play alongside

children, they introduce new words such as 'habitats'. Staff collate key words from families whose children speak English as an additional language. They use these words in their interactions with children. Children make good progress with their communication skills.

- Staff help children to develop good literacy skills. All children show a keen interest in books. Babies snuggle up with staff and eagerly lift the flaps in books as staff name the objects on the page. They 'roar' as they see a picture of a lion. Staff provide a range of exciting activities that help children to develop the physical skills needed for later writing. Babies stack and add objects to stacking rings. Children reach up high to make marks with water. They squeeze and roll dough to make 'cakes' for the staff.
- Staff promote children's health and well-being. Children are encouraged to wipe their own noses and wash their hands. Staff have taught children to cover their mouths when they cough to stop the spread of germs. Staff frequently talk to children about how they are feeling and provide yoga sessions where children practise different breathing techniques. These experiences contribute positively to supporting children's good health and well-being.
- Staff encourage children to develop their independence throughout the daily routines. Staff are enthusiastic and their interactions with children are encouraging. Children independently get their own drinks from water dispensers and feed themselves with confidence. At mealtimes, staff encourage children to have a go at cutting up their food. Children develop confidence in their abilities.
- Staff have established strong relationships with parents. Parents value the frequent opportunities that they have to talk to staff about their children's development and care. Parents describe the staff as 'welcoming' and 'caring'. They say that children learn to be confident and improve their communication skills. There is a consistent approach for children's care and learning.

## 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:**

- develop the existing monitoring and training of staff to identify all minor inconsistencies in the implementation of the curriculum
- improve the organisation of transition times before mealtimes so that children continue to be engaged in quality learning experiences.

## Setting details

<b>Unique reference number</b>	EY473053
<b>Local authority</b>	Trafford
<b>Inspection number</b>	10307559
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 3
<b>Total number of places</b>	36
<b>Number of children on roll</b>	46
<b>Name of registered person</b>	AS Northern Limited
<b>Registered person unique reference number</b>	RP533058
<b>Telephone number</b>	01617483261
<b>Date of previous inspection</b>	1 August 2023

## Information about this early years setting

Little Gems Nursery registered in 2013. The nursery is situated in the grounds of Abbotsford Preparatory School, located in Manchester. The nursery employs 12 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 2 or above, including one who holds qualified teacher status. The nursery opens from Monday to Friday, all year round. Sessions run from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Rebecca Weston

## Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children communicated with the inspector during the inspection.
- The manager and the inspector carried out a joint observation during a group activity.
- Parents shared their views with the inspector.
- The manager and the nominated individual provided the inspector with a sample of key documentation on request, including documentation to demonstrate the suitability of staff working at the setting.
- The inspector spoke with the manager and the nominated individual about the leadership and management of 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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