

# Little Gems Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY406556
<b>Inspection date</b>	03/11/2010
<b>Inspector</b>	Michele Villiers

<b>Setting address</b>	3 Hennon Street, BOLTON, BL1 3EH
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<b>Type of setting</b>	Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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## **Description of the setting**

Little Gems Nursery opened in 2010. It is an organisation with charitable status managed by a board of trustees. It operates from a single-storey building in the Halliwell area of Bolton. The nursery is open each weekday from 8am to 4pm during term time only.

The setting is registered on the Early Years Register. A maximum of 30 children aged over two years may attend the nursery at any one time. There are currently 17 children on roll, aged from two years to under five years. The nursery supports children who have English as an additional language.

There are four members of staff, and two regular volunteers, all of whom hold appropriate early years qualifications to National Vocational Qualification Level 3. The nursery provides funded early education for three- and four-year-olds.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

All children make good progress in their learning and development because staff provide stimulating activities and effectively monitor their progress. The excellent partnerships with parents help ensure the children's individual needs are met exceptionally well. Sharing of information has also been forged with other early years settings that children attend. There is an inclusive environment and the children display high levels of confidence. Health and safety procedures are in place, and the manager has started to implement well-organised evaluation systems to identify future plans and embed continuous improvement.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- develop further formalised self-evaluation and use as the basis of ongoing review
- build upon toys and resources that reflect positive images of diversity to help children further embrace differences.

## **The effectiveness of leadership and management of the early years provision**

The safeguarding of children is prioritised. Staff complete relevant training and there is a designated staff member who oversees child protection issues. Comprehensively written policies and procedures are in place, and the rigorous recruitment procedure helps ensure all staff are suitable and qualified. Good standards of hygiene are maintained to help prevent the spread of infection, and risk assessments minimise any potential hazards. The children demonstrate a

strong sense of belonging, confidently exploring their environment and forging close relationships with staff.

The staff have a good understanding of how children learn. They work well as a team, regularly attending ongoing training in order to provide optimum support for all children. Colourful wall displays and designated play areas provide a bright and welcoming environment, with good deployment of toys, and interesting activities. All of which contributes to the positive outcomes for children. The manager has introduced parent questionnaires and staff involvement to identify areas for improvement. She has started to record her findings in a self-evaluation document, but this is in the early stages in order to consistently monitor effectiveness.

The setting has a highly positive relationship with parents and carers, and this is an outstanding feature of the nursery. Extensive information is provided with excellent channels of communication. Workshops are organised to inform the parents about the educational programme, and how their children's development will be tracked. Parent meetings and open days are organised, and parents are invited to join in activities to share their skills and expertise. Staff invite the parents to stay each day to familiarise themselves with the daily routine and to settle their child. They have extensive opportunities to express their views and they inform staff of their child's progress at home through written documentation and parent questionnaires.

## **The quality and standards of the early years provision and outcomes for children**

The children thoroughly enjoy their play and develop a positive attitude towards learning. Their independence is very much encouraged, and children eagerly cooperate and share with each other. The environment reflects the culture of those children attending and good support is given to children who have English as a second language. The children learn to respect each other and accept differences, learning about their culture and the culture of others. The staff have recently set up a 'charity box' where children and families may donate money, helping children learn about supporting others. There are some resources to promote the children's learning of diversity, such as books, puzzles and role play items reflecting positive images of different cultures and disability, although these are limited.

The staff use planning well and provide excellent activities to encourage the children's imagination, with links to their personal experiences. For example, staff set up an airport when some children return from holidaying abroad. The children make passports, bring in small travel cases, examine a world map and travel brochures, and go through check in. They then excitedly sit on rows of chairs to represent the plane and staff act as stewardesses, handing out drinks and food. The staff constantly talk and listen to children, fostering their communication skills. They introduce activities using 'feely bags' where children describe objects using their senses. The children enjoy looking at books and listening to stories. On arrival they self-register, learning to recognise their written name and the names of others.

During play the children count and calculate. They count how many seat mats are required for the number of children attending. Innovative activities are provided where children can examine patterns and change. For example, they make different coloured ice sculptures, freezing water in moulds, and examine the shape, texture and colour. The children learn about seasons, with walks to the park to collect autumn leaves, and visits to a farm in the spring to see baby animals. They learn about technology, with free access to computers and programmable toys. All of which helps children develop good skills for the future.

The children's progress is monitored well through rigorous observations, and their initial profile, level of achievement, and learning priorities are recorded in 'Learning Journeys'. Excellent systems are also in place for the sharing of this information with parents, where they may add their comments and discuss issues with key workers.

The children show a good understanding of how to adopt healthy lifestyles. They are reminded to wash their hands at appropriate times, and have activities about dental hygiene and healthy foods. Children help themselves to drinks of water to quench their thirst, and at snack time they enjoy sliced fresh fruit. Parents provide packed lunches and emphasis is placed on nutritional food. There is no outside play area, but children have opportunities to be physically active in the hall, playing on large equipment, and enjoying organised games using hoops, balls and skipping ropes. Daily trips to the nearby park are also timetabled into the routine. Interesting activities help children learn about safety. For example, children re-enact being a fire fighter following a visit from the local fire brigade. They dress up as fire fighters, and identify items in the role play area that may be dangerous, such as kettles, ovens, cookers and irons.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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