

# Little Gems

The Fulbridge Academy, Keeton Road, PETERBOROUGH, Cambridgeshire, PE1 3JQ

<b>Inspection date</b>	18/10/2013
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Children enjoy the wide range of interesting activities that are provided for them by the staff, who are very supportive in encouraging them to lead their own play.
- Partnerships with parents are strong and this ensures that children are able to settle in well, have a smooth transition within the nursery and a successful move onto school.
- The manager works closely with the staff team to ensure that the planning of activities reflects each child's interests and that their individual learning and development is demonstrated clearly.

### It is not yet outstanding because

- Occasionally, the opportunities for children to see text and labels in the nursery environment, that reflect their home background and language, have not been fully maximised to promote their learning even further.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed activities in the two play rooms and in the nursery garden.
- The inspector spoke with the children at times throughout the inspection.
- The inspector held meetings with the manager of the provision and with two members of staff.
- The inspector took account of the views of parents and carers who were spoken to on the day of the inspection.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of the suitability of the staff working with the children, a sample of the policies, documentation and the provider's self-evaluation form.

## Inspector

Melanie Eastwell

## Full Report

### Information about the setting

Little Gems Nursery was registered in 2013 on the Early Years Register. It is managed by a governing body and operates from The Fulbridge Academy, in the city of Peterborough. Children have access to two designated rooms and there is an enclosed area available for outdoor play. The nursery serves the local area and beyond, and is accessible to all children.

The nursery employs 13 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 2, 3 and 4, including one with Qualified Teacher Status. The nursery opens Monday to Friday, during term time only. Sessions are from 7.45am until 6pm. There are currently 36 children on roll who are in the early years age range. Children attend for a variety of sessions. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

### What the setting needs to do to improve further

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

- increase the opportunities for children to see text and labels that take account of their home backgrounds, language and culture, so their learning is progressed even further.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

Children in both nursery rooms are provided with a good range of activities and resources that are planned around their interests and comments from parents about their activities at home. Children's learning is promoted because the staff are skilled in their interactions with each child. They promote their curiosity through showing a shared interest. For example, young toddlers in the baby room find a soft ball that laughs out loud when they throw it. The member of staff smiles and laughs with the child and this prompts them to run after the ball and to throw it again. This shared interest contributes to the young children developing confidence in their social skills.

Children in the pre-school room thoroughly enjoy working as a group making play dough. They add natural ingredients, such as lemon zest and juice, in order to fragrance the dough. The member of staff supervising this activity supports children throughout. For

example, she is specific when giving praise. She comments on how well a child is holding the lemon firmly, while using the grater, in order to remove the zest and she asks open ended questions during the activity about what the children think will happen. This encourages children to think about the activity, what changes occur when they add the different ingredients and what the end result may be. Children who speak English as an additional language are ably supported to settle-in when they start attending, as the staff take time to speak with their parents. Staff use picture cards as tools to help children to indicate what they want and there is a range of resources available that reflect diversity. However, there is scope to increase children's access to labels and text in their home language, as part of the environment within the nursery rooms. All children are treated as individuals and with respect. Those who have special educational needs and/or disabilities can take part in all the activities because the staff know them well and make any required adaptations. The special educational needs co-ordinator and the child's key person work closely with their parents to discuss their specific requirements.

Children's personal, social and emotional development is well supported. The staff actively encourage them to share the resources, to think of others and to work together. For example, toddlers choose to play alongside each other. With support from the member of staff sitting with them, they really enjoy looking at books, pointing out the familiar animals in the pictures. Older children who play outside choose to make a wall using the large wooden blocks. They work together using a wheelbarrow to transport the blocks to their chosen place. This happens to be between two gateposts and they realise it is not the best place to build, because their friends cannot get past on the bikes. The children are supported by the staff to move their wall to a clearer location in the garden and continue to work well together. Children's developing awareness of numbers and letters is promoted by the staff during the daily routine. They talk to them during group time about the date. The children find the numbers in the date of the month and they begin to recognise the letters in their name when they find their name card at the lunch table. This skilled involvement from the staff around the prime areas of learning actively promotes the youngest children's enthusiasm and curiosity for different activities and prepares children for their eventual move onto school.

The able involvement from the staff to support children's learning is reflected in the planning, observation and assessment of each child's progress. The key person for each child knows them very well and incorporates their interests into the planning of activities. They commence making observations when the child first starts attending and they use these alongside information from the child's parents to identify their starting points. The key person records regular observations, often on a daily basis. These observations, along with the tracking of their progress that is completed four times each year and a twice yearly summary, provide a very clear picture of the child's individual progress. Contributions from home are fully valued. Parents are encouraged to record their child's successes at home on the 'achievement tree'. Their comments from the daily discussions and feedback that is provided by the staff are included in the child's learning journal file and the planning. The children in the baby room have a communication book that goes home in the child's bag. The key person picks up comments from parents in this book, to use in the planning of the next steps. For example, a parent records that their child has shown an interest in cars. The key person then incorporates activities involving toy cars and books, showing cars to promote the child's interest and to develop their language.

Children who are aged two years have the summative assessment of their development and learning recorded by their key person and this summary involves the child's parents and any other agencies who are involved with them.

### **The contribution of the early years provision to the well-being of children**

Children in this nursery demonstrate a clear bond with the staff. They benefit from their kind and gentle interactions during the daily routine. Children are confident to approach the staff for comfort and reassurance and to ask for items they want. The children who sleep settle down readily when it is time to rest. They enjoy the gentle soothing from the staff who are supervising them. Children then wake happily and give broad smiles to the staff who greet them. The children in both rooms seek out the staff and come to sit with the activities supervised by them. They benefit from the staff's highly positive involvement during their play and this helps them to feel safe and secure. When they start attending, the settling-in procedures are managed on an individual basis for each child. The close working partnerships with parents and between the staff in each room promotes successful moves between the baby room and the pre-school room.

The nursery is within a school academy. The children get to know the school very well during their time in the nursery. For example, they have regular use of the school hall and the sensory room. Children playing in the nursery garden can see the children in the school playground and this all promotes a successful move into the main school. The key person for each child works with a buddy. This ensures there is always a familiar person who can speak to parents in an informed way at both ends of the day. Children's parents are encouraged to discuss their child's individual needs. Particularly in the baby room, this enables the staff to keep up to date with changes, such as weaning or finger food being introduced, so these changes can be discussed and decided upon together.

The staff follow effective procedures for maintaining children's good health in relation to food choices, personal hygiene, nappy changing procedures and daily opportunities to play outside in the fresh air. Children's parents are asked to provide the food for their children under one year. The nursery has effective procedures for re-heating food and bottles safely. Older children enjoy school dinners or their parents can bring a packed lunch. Children sit together with the staff for meal and snack times and this promotes a social occasion. Older children can be independent. For example, they choose their own fruit at snack time, peeling it where required and they pour their own drinks. They are learning to be independent in the bathroom and eagerly wash their hands before eating. Each baby has their own cot for the days of their attendance. The staff strip the bedding off when the child is not asleep and clean the mattress using antibacterial spray. Effective procedures for changing nappies ensures that children are protected from the risk of cross infection.

Babies enjoy spending time in the nursery garden, which has areas of artificial grass, wind chimes and mobiles for them to look at. The older children are encouraged to move as they wish between the inside and outside play areas for a large part of the nursery

session. The garden is well appointed with equipment and resources that contribute to children's learning. Children learn about keeping safe, as they take sensible risks associated with exploring their growing physical skills.

Children's behaviour is very good. They are provided with a good range of activities that keep them busy, interested and occupied, which promotes positive behaviour. The staff are very consistent in their approach and they use gentle reminders of the expectations for behaviour as required.

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

This inspection took place following notification of an incident involving the procedures for administering medication to children and the recording and witnessing of this medication. The inspection found that the manager took immediate action to address this incident and to improve procedures in order to prevent any similar occurrences. During the inspection the nursery was seen to be meeting the requirements of the Early Years Foundation Stage for safeguarding and welfare and for learning and development. The staff were all seen to be very sensitive to each child's needs. The manager carried out a full and thorough review of the policy and procedures for the administering of medication to the children. As a result, the nursery has made significant changes to the policy and procedures, in order to ensure that children are protected. In addition, the manager has devised detailed and thorough plans to extend further the monitoring of the staff's activity with the children, to ensure their continued awareness and implementation of these new practices.

The academy has robust procedures for the recruitment and retention of suitable members of staff. They are provided with an induction, ongoing supervision and annual appraisals. This follows with opportunities to continue their professional development through attending training courses, either through the local authority or in-house. The manager monitors the staff's practice by making observations of them during their work and she regularly checks the planning, observation and assessment of each child's learning through looking at the children's files and through discussions at the team meetings. The staff are aware of the procedures for recording and reporting of any safeguarding concerns and the policy reflects the Local Safeguarding Children Board guidelines. Risk assessments are in place and these respond to individuals as required. For example, more regular checks are made on children who require them while they are sleeping. The manager is fully aware of the importance of the policies and procedures being robust and explicit and of the importance of ensuring all members of staff are aware of any changes.

The manager and staff team demonstrate a strong understanding of their responsibility in meeting the learning and development requirements. The key person and buddy system works well to ensure that parents are kept fully informed of their child's progress and their input is fully valued. The planning of activities is detailed in relation to each child's next steps in learning, is led by the children's interests and identifies well-targeted next steps

for their individual learning styles. The monitoring of children's progress by the manager and the staff's procedures for ensuring that a balance of activities across the seven areas of learning is offered, actively contributes to children making good progress.

The nursery team are developing self-evaluation through regular reflection of their activity with the children. The views of parents have been sought through the use of questionnaires and the nursery has received positive responses. Parents spoken to on the day of inspection speak very highly of the nursery. They comment on how well the staff get to know the children and how supportive they are of their child's unique needs. The nursery shows a keen approach to continuous improvement. They have taken positive and decisive action in relation to incidents that occur and have acted very promptly to change their procedures in order to prevent any reoccurrence. They have identified their own ongoing plans for the future development of their service for the children attending. Staff also work closely with others involved in the care of the children, to ensure there is continuity in their learning and care.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.



## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY463109
<b>Local authority</b>	Peterborough
<b>Inspection number</b>	939647
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	25
<b>Number of children on roll</b>	36
<b>Name of provider</b>	The Fulbridge Academy
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01733566990

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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