



## Precious Self and Little Gems

Inspection report for early years provision

<b>Unique Reference Number</b>	EY299816
<b>Inspection date</b>	20 December 2005
<b>Inspector</b>	Theresa May
<b>Setting Address</b>	Field Community Centre, 147 Station Road, Forest Gate, London, E7 0AE
<b>Telephone number</b>	0208 548 1389
<b>E-mail</b>	
<b>Registered person</b>	Precious Self and Little Gems
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

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

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

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

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## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

Precious Self and Little Gems was registered in 2004. It operates from three rooms in a section of Field Community Centre, Located in Forest Gate in the London Borough of Newham. The Nursery provides care for children living within the local community. The nursery is registered for 30 children from 0 to 5 years of age. There are currently 14 children on roll. This includes 6 funded children. The setting supports children with special needs and four children where English is an additional language.

The group opens five days a week all year round. Sessions are from 8:00am to 18:30pm.

50% of staff have an early years qualification

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Good daily routines ensure children understand the need for personal hygiene. Staff remind children to wash their hands. Younger children are helped to wash and then dry their hands with paper towels. The older children say 'we wash our hands before we eat'. To minimise the risk of cross-infection in the nursery, the staff implement effective hygiene procedures, such as wearing disposable gloves and using anti-bacterial spray.

A nutritious menu helps children to develop healthy eating habits from a young age. Children are able to make healthy choices from snacks of orange, apple, raisins and drinks of juice. Children talk to the staff about how the vegetables are good for you. Staff gather all the relevant information regarding diet and medical history from the parents. This ensures children's individual dietary and medical needs are met. Menus are displayed for parents and the baby's daily intake is recorded for them.

Children enjoy opportunities out in the garden to participate in activities which contribute to their health and develop their co-ordination and skills, such as throwing and catching the balls and riding on trikes and cars. There are planned opportunities made for children to balance, jump off, go on under and through obstacles.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children have sufficient space to move with comfort and ease both inside and outside the nursery. Space is organised and used effectively to allow children opportunities to be active, engage in creative activities, tabletop and floor activities. Low-level draws enables the children to pick and choose from the activities and creates a stimulating environment. Babies have their own space which has soft furnishings to allow them to explore there environment safely. The nursery is light, bright, clean and well maintained. It is warm and welcoming and the children's work is displayed. There is information for the parents regarding the activities, events and general information.

Children are able to access a range of play materials and resources. This includes a variety of man-made and natural materials. They help to create an accessible and stimulating environment of suitable design and condition which is well-maintained and conforms to safety standards.

Children are well protected through implementation of effective systems, such as the

collection of children, recording of visitors and risk assessments. However, there is no nursery record of fire drills. Staff are aware of signs of child abuse and would pass any concerns they had to the manager however, the child protection statement does not include what to do if an allegation is made against a member of staff.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Staff greet and welcome the parents and children in to the nursery. Younger children are supported in leaving their parents while the older children arrive happy and confident. They quickly settle in to the routine of free play or planned activities. Staff interact with the children and the implementation of a key worker system between children and staff, helps develop relationships.

Younger children are supported in the nursery. Children's individual needs are met and their welfare is promoted. The care routines are discussed with the parents. Staff use the Birth to Three Matters framework for planned activities in the baby room however, it has not been implemented with the 2 to 3 year olds.

#### Nursery education

The quality of teaching and learning is satisfactory. Children make individual progress because staff have an understanding of how children learn. Staff observe the children and plot the children's progress on an assessment check list. However, these are not consistently maintained and so there are missed opportunities to inform planning. There are activity sheets for the term's topic which are evaluated but do not inform the next steps for children's individual learning. Children's attitude towards learning is good. They are able to concentrate at self-chosen, group led activities, and they persevere until finished.

Children sit together, listen eagerly at circle time, count by singing songs and enjoy listening to stories. Children independently use a range of tools and materials, which they use to represent their own ideas.

The nursery routine provides children with opportunities to engage in physical activities and explore creativity using a range of media such as sand, glue and paint. They learn about themselves and the wider community through planned visits and topic work.

### **Helping children make a positive contribution**

The provision is good.

Children learn about themselves and the wider world through planned activities and discussions. Children make Diwali candles and play dressing up in multi-cultural costumes. There are pictures and posters which reflect the society we live in. This helps children to understand and value the similarities and differences between themselves and others.

Children with special needs are welcomed and supported as staff work with other professionals to ensure the children's development. Children's spiritual, moral, social and cultural development is fostered.

Children are confident and show good self-esteem, responding well to encouragement and praise. They know what is expected of them and confidently tell each other of the rules, helping to develop a good understanding of right and wrong. Children work co-operatively, for instance by negotiating turn taking with the computer. The staff reinforce this by helping them to share using an egg timer.

Parents receive information about the nursery setting including their policies and procedures however, the child protection procedures has been omitted. Parents have access to the operational plan. They also receive information from news letters, letters and a website where they can give feed back to the nursery. Parents settle their children into the nursery and children's individual needs are recorded and respected. Parents receive daily verbal information about their children's general welfare and younger children have a daily written record of how they have slept, eaten and changes of nappies to ensure individual care routines. Relationships with parents are friendly and supportive.

Partnership with parents whose children receive nursery education is good. Planning in the Foundation Stage is displayed in the room for parents to view. They receive three monthly reports on their children's development in the six areas of learning and any involvement with parents in their children's assessments is recorded. Parents receive their children's profile when they leave which can be taken on to school.

## **Organisation**

The organisation is satisfactory.

The nursery is organised so that staff ensure that children are supervised at all times . The records, policies, and procedures which are required for the efficient and safe management of the provision and for promotion of the welfare, care and learning of children, are in place. However, the record of attendance does not reflect times of arrival and departure. The setting meets the needs of the range of children for whom it provides.

Leadership and management are satisfactory. The manager leads by being a role model. The management use staff supervision, observations and staff meetings to discuss good practise. Staff have access to training through the Early Years Partnership. There are no formal systems to identify the strengths and areas for improvement in nursery education.

## **Improvements since the last inspection**

Not applicable

## **Complaints since the last inspection**

Concerns were raised on the 29/09/2005. The concerns raised was that there was a high turnover of staff and management at this setting. There also appears to be a lot of students. When these issues were addressed with the management they were not answered properly.

The concerns related to National Standards 2 in the area of Staff and to the National Standard 12 in the area of Informing parents. The Provider was asked to investigate on the 30/09/2005 and again on the 30/11/2005. A unannounced visit was made by an Ofsted Inspector on the 20/12/2005. The manager left in July 2005 and verbally informed the parents. Parents are informed of students through the information pack. No evidence was found that the National standards had been breached.

The provider remains qualified for registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure the child protection statement includes what to do if an allegation is made against a member of staff and make the child protection procedures available to parents
- keep a record of fire drills
- ensure the record of attendance reflects times of arrival and departure.

#### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- maintain observations and assessment to improve the system to inform planning. Evaluate the activities to plan for the next steps in children's learning

- develop the monitoring systems to identify the strengths and areas for improvement in nursery education

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