

Inspection date

9 March 2017

Previous inspection date

15 January 2013

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- Teaching is outstanding. Staff use their excellent knowledge of the children to deliver a rich variety of activities and take every opportunity to respond to children's interests and extend their learning to encourage them to make the best possible progress.
- Observation, planning and assessment systems are exceptionally rigorous and enable staff to plan precisely for each child. Consequently, children make rapid progress from their individual starting points.
- An excellent key-person system supports children to settle and form secure emotional attachments. Children's individual needs are extremely well met and children demonstrate high levels of self-esteem and confidence.
- Parental engagement strategies are exemplary. Parents speak very highly of the nursery. They contribute to the assessments of their children's achievements and staff keep them extremely well informed about their children's progress.
- Robust evaluation of staff practice leads to well-focused development opportunities that result in highly effective teaching. For example, staff have implemented ideas gained from training courses to develop children's early understanding of literacy. Younger children are fascinated as staff skilfully make their favourite nursery rhymes come alive through highly engaging sensory experiences.
- Leadership of the nursery is superb. All staff aspire to continually enhance their already exceptional practice and provide the highest quality care and learning opportunities for all children.

What the setting needs to do to improve further

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

- continue to build on the superb experiences that develop children's understanding of their community and evaluate the impact this has on children's learning.

Inspection activities

- The inspector observed activities in all of the play areas including the outside learning environment. She carried out a joint observation with the manager.
- The inspector looked at children's assessment and learning records and planning documentation.
- The inspector held a meeting with the provider and the manager of the provision. She spoke to staff and children throughout the inspection when appropriate.
- The inspector checked evidence of suitability and qualifications of staff working within the setting and the provider's evidence of self-evaluation.
- The inspector spoke to a selection of parents during the inspection and took account of their views.

Inspector

Sharon Hennam-Dale

Inspection findings

Effectiveness of the leadership and management is outstanding

Safeguarding is effective. Highly comprehensive recruitment and vetting procedures and ongoing suitability checks help to ensure that all staff are suitable to work with children. Leaders ensure that staff have an in-depth understanding of how to protect children from harm. Staff are vigilant and take appropriate action to promote children's safety at all times. Rigorous analysis of assessment information means that gaps in development for individual children and groups of learners are swiftly identified and quickly addressed. Staff develop highly effective partnerships with parents and other local professionals to help achieve the best possible outcomes for all children. Self-evaluation is precise, purposeful and sharply focused on driving continual improvement.

Quality of teaching, learning and assessment is outstanding

Staff provide an exciting environment which supports children's learning across all areas. They use highly effective teaching skills to engage children and they skilfully adapt their teaching based on children's stages of development. There is a wealth of opportunities available for children to develop excellent creative skills and imagination. Babies show very high levels of independence and confidence as they use their senses and physical skills to explore large-scale painting activities. They investigate the texture of paint with their hands and feet and they enjoy making marks using different vehicles. Staff are skilled in promoting children's communication and language development. Children who speak English as an additional language are supported extremely well. Staff introduce new words to promote children's growing vocabulary. They interact skilfully to help children identify and solve problems independently as children investigate technology and construct towers of different sizes. Staff skilfully incorporate number and positional language into discussion and encourage children to recognise shapes.

Personal development, behaviour and welfare are outstanding

Staff are excellent role models. They use praise and encouragement and listen carefully to children, ensuring all feel valued and involved. Children's behaviour is exemplary. Staff teach children how to share and take turns. They use positive strategies to help children learn about diversity and their emotions. For example, children make pictures with fruit to show their happy faces. Children have superb opportunities to learn about keeping themselves safe and being healthy. They enjoy nutritious meals cooked on site and independently follow good hygiene routines. Children engage in excellent physical activities in the stimulating outdoor environment. Leaders have identified the benefit of enhancing the children's understanding of the world even further through providing more opportunities for children to explore and learn about their local community.

Outcomes for children are outstanding

Children are highly motivated and develop extremely positive attitudes towards learning in readiness for school. They are very eager to experiment and have numerous opportunities to develop their independence and to make choices. Older children listen to each other and develop confidence in speaking in group situations. They learn to follow printed instructions carefully as they plant vegetables, to later harvest and eat.

Setting details

Unique reference number	EY426494
Local authority	Stoke on Trent
Inspection number	1065680
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	52
Number of children on roll	66
Name of registered person	Little Gemz Day Nursery Ltd
Registered person unique reference number	RP905712
Date of previous inspection	15 January 2013
Telephone number	01782 545464

Little Gemz was registered in 2012. The nursery employs 12 members of childcare staff. Of these, six hold appropriate early years qualifications at level 3, five hold level 2, and one holds level 5. The nursery is open each weekday from 7am to 6pm all year round. It supports children who speak English as an additional language and provides funded early education for two-, three- and four-year-old children.

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