

Little Diamonds Limited

Inspection report for early years provision

Unique reference number EY402200
Inspection date 15/09/2010
Inspector Anahita Aderianwalla

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Type of setting 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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Little Diamonds registered in 2009. It is privately owned and operates from three rooms in a section of Field Community Centre, located in Forest Gate in the London borough of Newham. A garden is available for outside play. The nursery provides care for children living within the local community. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. It is registered to provide care for a maximum of 30 children in the early years age group.

There are currently 23 children in the early years age range on roll. There are five members of staff who all hold NVQ Level 3 qualifications in early years and above.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in an extremely well organised and inclusive environment, where great attention is given to meet children's individual needs. The setting ensures that they promote all aspects of children's learning and welfare and recognises and values their uniqueness. Strong partnerships with parents and an extremely good knowledge of each child's needs ensure children make good progress in their learning. The setting successfully promotes all aspects of children's welfare and development. Staff monitor and regularly reflect on the service they provide and take action to address any areas for improvement.

What steps need to be taken to improve provision further?

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

- develop more natural resources in the role play area to

The effectiveness of leadership and management of the early years provision

The organisation and management of the setting is thorough. Staff are aware of their roles and responsibility in safeguarding procedures and all documentation is up to date. All staff are aware of their responsibility to protect children from abuse or neglect and have undergone training in child protection. Staff have great enthusiasm for continuous improvement and they have a thorough working knowledge of the Early Years Foundation Stage (EYFS). The records, policies and procedures are very well organised and are effective in supporting the welfare and education of the children. For example, staff use daily risk assessments and safety checklists to ensure that the environment is always safe, clean and fit for use. The manager has a good understanding of the setting's strengths and weaknesses. Regular staff meetings and daily discussion mean that systems to monitor and

improve practice and the outcomes for children are generally robust. The partnership with parents is extremely strong and parents are fully valued as partners and are confident in the ability of staff to meet the individual needs of their child. Each child has their own key person who works closely with parents and carers. Staff understand children's home circumstances and provide appropriate and sensitive support whilst maintaining a high standard of confidentiality. Written questionnaires are used effectively to identify parents' views and staff act upon the feedback received. Consistent and inclusive systems of communication with all parents result in a strong partnership and engagement. Staff provide parents with written policies and procedures and a good range of information about children's learning and development. They keep daily records of children's progress and make detailed topic and activity plans to ensure that all areas of learning are provided in stimulating and varied ways. For example, children are given cameras to take home to take pictures of their families, home life and any special interests. As a result, children's interests are nurtured and they are quickly learning how to be healthy, safe, positive and considerate with a desire to participate and achieve.

The setting have also established extremely effective links with other childcare and education providers to ensure that children's needs are met and there is continuity in their learning. Staff promote inclusion effectively, for example, by planning activities to promote positive images of cultural diversity and disability. This helps to give children and families a sense of belonging and of being valued. The setting actively promotes equality of opportunity and works with parents and other agencies to support and meet individual children's needs. They are vigilant and proactive in ensuring that all children are fully included.

Resources are well deployed across the nursery and this enables children to make good progress in their learning and development. The staff organise space, resources and outdoor experiences with great skill and keep all areas immaculately clean and accessible. This ensures that children receive an extremely rich and stimulating play experience, with a well balanced mix of adult-led and child-initiated play.

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

Staff have created a calm and welcoming environment. They have effectively organised the three playrooms to provide a wide range of resources according to children's ages and stages of development; for example, in the garden, children paint pictures, sit in the cozy corner, make play dough and play with wooden blocks; inside, they examine the textures of different paints, use information technology to complete simple games and play imaginatively in the role play room. These activities support children's learning and development across all areas of the Early Years Foundation Stage.

Staff ensure that resources are accessible and this supports children to make their own choices and promote their independence and self-esteem. During activities, staff stimulate children's thinking effectively by asking a good range of questions to support their learning. For example, as children act out playing with babies in the baby clinic, staff ask questions about how they will look after the baby and talk

about the different ways to look after each other. This supports children's understanding of the world around them and their personal and emotional development.

Staff have a secure understanding of the Early Years Foundation Stage and plan purposeful play, with a balance of adult-led and child-initiated activities. An effective key person system ensures there are efficient methods for observation and assessment and that staff can identify the next steps in children's learning. The planning includes learning intentions and is clearly linked to the six areas of learning. The setting have robust procedures for the use of starting points to plan for children. The strong key worker system and very effective system for assessment, which include next steps, allows children to progress well. Consequently, children's individual needs are met because staff have a very thorough understanding of them.

Staff have a loving and caring relationship with children, who form strong attachments to adults and other children within the setting. All staff apply clear and consistent boundaries, so that children develop knowledge of what is expected and display positive behaviour. Staff have a very close relationship with parents and know individual children well, providing them with a good level of sensitive and appropriate support.

Children are keen to communicate and share their ideas and experiences confidently at special time with their key workers. They enjoy books and listen attentively to a familiar story, predicting what will take place next and recalling things that happened earlier. Younger children have an art station where they can access a variety of mark making materials, whilst older children learn to recognise letters in their name, using the 'talking pen'. Children with English as a second language also use the 'talking pen' to help them communicate with staff and increase their confidence and independence and to become fully inclusive in the setting. Children have access to a computer and use information technology to complete simple games and learn to problem solve as they complete each level. Children engage in imaginative play as they spend time in the 'baby clinic' or home corner. They enjoy looking after the babies in cots, covering them with blankets as they put them to bed; whilst some children happily cook with plastic food in the home corner. The home corner is equipped with a little too many plastic resources. Children have use of a small sink if they need water to add to their pots and pans. Children would benefit from a wider range of natural materials that would reflect their own homes and cultures and provide them with real experiences.

Children enjoy their time at the setting. They take pleasure in listening to stories and are creative in their play, for example, while gluing and sticking pasta shapes and different rice and lentils or independently drawing circles and squares and then using a variety of scissors to intricately cut around the paper shape. Staff happily sit back and encourage them to extend themselves and support children to use a wide range of equipment and tools safely.

Children understand how to keep themselves safe from harm. They participate in regular fire evacuation practice and listen to staff talk about stranger danger and road safety, before they go on a nature walk around the local area. Staff have established good systems to help children adopt healthy lifestyles. For example, they provide children with healthy snacks and a good variety of different cultural meals, according to their individual needs and share written menus with parents. Staff have also achieved a local authority three star excellence rating for healthy eating performance. Children are independent in their self care skills as they dress

appropriately for outdoor activities, brush their teeth and wash their hands after meal times. The premises have been very effectively organised to enable children and staff to follow hygienic and safe routines.

Children are developing independence and contribute effectively towards the welfare of others, for example, as they help staff to tidy up at the end of an activity and play along side younger children with maturity. Children are developing skills that will contribute to their future economic well-being as they use information and communication technology, visit the local shops and use role-play to support their learning. Children's understanding of diversity and difference is fully woven into everyday play, as photographs of families and children participating in several activities line the walls of the setting. In addition, children's understanding of the world around them is further enhanced as they celebrate festivals and special events throughout the nursery year. This ensures that children learn to value aspects of their own lives and the diverse society in which they live.

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

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

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	1
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	1
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

Outcomes for children in the Early Years Foundation Stage	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	1
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met