

Little Diamonds Childcare Centre

Inspection report for early years provision

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EY423431

Inspection date

28/06/2011

Inspector

Julie Larner

Setting address

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Little Diamonds childcare centre moved to new premises in 2010 but has been operating since 2009. It operates from residential property in the town of Wallsend, Tyne and Wear. The premises are accessed by three steps. The setting is open five days per week from 7.15am until 6.30pm throughout the year. They are registered on the Early Years register, and the compulsory and voluntary parts of the childcare registers for a maximum of 38 children at any one time. There are currently 52 children on roll of which 27 are in the early years age group. The setting also offers an out of school and holiday club provision. The group provides a wrap around service and collects children after school from St Columbus primary school, Carville primary school, Redesdale primary school, Jubilee primary school and St Bernadette's primary school. The nursery employs eight staff, including the managers, three of whom hold an appropriate National Vocational Qualification at level two and five who hold an appropriate National Vocational Qualification at level three. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for by knowledgeable practitioners who follow clear procedures to protect and safeguard their welfare. All children are valued for their own unique abilities and the setting works in partnerships with others to gain comprehensive information to enable them to meet each child's needs. The setting has a strong capacity to improve through effective self evaluation. Children's learning and development is promoted very well in some areas, and adequately in others. The setting is successfully organised to promote most areas of children's learning successfully and ensure that children remain secure, settled and mainly safe in their surroundings.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure that all reasonable steps are taken to ensure that hazards to children outdoors are minimised, for example, the ivy plants in the garden (Suitable premises, environment and equipment) 12/07/2011

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

- develop opportunities to support children in learning to use a range of ICT equipment and to use mathematical terms during play and daily routines
- ensure outdoor spaces are planned so that an appropriate range of activities are provided that help children make progress in all areas of learning

The effectiveness of leadership and management of the early years provision

A comprehensive safeguarding policy ensures that children are protected by the adults that care for them. The staff team know what to do if they have a concern and attend regular training to update their knowledge and understanding of child protection. Good consistent policies are used by the staff team to ensure that children remain safe outdoors. They have defined procedures that they constantly re-enforce on outings to make sure they can safeguard the children in their care. They organise children into pairs, remind them that they must hold hands and make sure children walk on the inside of the pavement close to busy roads. Daily checks are completed on the areas that children use to ensure they remain mostly safe and suitable. However, risks, such as ivy plants growing in the garden have not been sufficiently minimised to ensure that children remain safe at all times. This compromises the children's safety. The adults caring for the children have organised the setting particularly well to provide a 'home from home' environment. Children use a bathroom similar to that which they would use at home. This has had a positive impact on their development, for example, by helping them toilet train quickly and easily in familiar surroundings. A lovely homely feel is created with Victorian fire places, large comfortable settees, plants and natural wicker baskets.

The group work well to continually improve the setting. They seek the views of parents, staff and other professionals to enhance and develop the service they provide. Staff are encouraged to develop their skills through attending courses, which in turn, benefits the care of the children. They also receive in-house training that is clearly based on their individual needs and also focuses on areas that will benefit the care of the children. For example, sessions on the importance of using treasure baskets with younger children. Although the setting is yet to use the Ofsted self-evaluation form, they have developed good systems to accurately identify their strengths and areas they want to improve and use procedures to continually monitor these.

The group have developed strong relationships with parents. They provide them with a wealth of information when their child first starts to attend to ensure they are clear about how the setting operates. Settling in reviews are completed after children have attended for a short time which allow the parents and staff to discuss children's development and how they will help the children make progress. Parents are welcomed into the group to help children learn about diversity, for example by sharing nursery rhymes in their native language. The group has begun to develop good links with other settings the children attend and regularly share good information about the children's welfare and development.

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

Children benefit from lots of time outdoors, exploring the natural environment and being physically active. Many sessions are focused around the children taking part in trips to the park and local nature spots. The children relish running around chasing bubbles and stretch their arms and bodies to try and catch them. All of the children are involved in outdoor games, staff make sure that even the youngest babies take part, as they hold them so they can watch the other children playing with the parachute and see what is going on. Children have lots of opportunities to explore the natural environment as they keenly use magnifying glasses to find bugs and insects on their outing. They are highly confident communicators and delight in joining in conversations and asking questions to find out about their environment. The setting places a very high emphasis on spending time outdoors both through trips in the local community, and organising a free flow environment from indoors to outdoors in the setting. Although this is highly successful, and children mostly decide to play outdoors it impacts on the children's ability to continually access equipment for them to become active learners in all areas of learning. The outdoor area at the setting is not always sufficiently monitored to ensure that there are plenty of opportunities for children to make progress in all areas of their learning. Children make satisfactory progress in their development. Regular observations are completed by the staff to assess and plan for the next steps in children's learning. The staff use spontaneous outings to make the most of the good weather, however, this results in planning to help children make progress in all areas of learning, not always being implemented. Some staff in the setting know about the children's individual development fairly well and encourage them to develop their communication skills, for example, by providing opportunities to encourage them to talk in small groups. Children clearly enjoy their time at the setting. They move confidently around different areas and make choices about what they want to play with. Some children are beginning to show an interest in numbers, however, there are missed opportunities, throughout the routines in the day, for staff to extend children's learning in this area and in opportunities to promote ICT skills.

Children behave well. The setting focuses on encouraging and developing children's personal and social development in preparation for moving on to school and nursery. The staff team have a good understanding of the behaviour policy and implement this effectively in the group. They deal with issues in a calm and patient manner and are successful in encouraging children to sort out their disputes with support. Children are afforded time to be able to develop their self care skills, staff wait patiently as the children all attempt to put on coats and shoes. Children show care and concern for other children attending the setting. They check with the staff that a child who arrived late has got some fruit at snack time.

Children benefit from freshly prepared, home made meals at the setting. They enjoy spaghetti bolognese at lunch time which is a nice social occasion. The staff and children sit together and talk to each other about what they have done during the morning at nursery. Children are beginning to develop good fine motor skills.

They serve themselves food using spoons, cut up fruit at snack time and accurately pour drinks of water into their cups, all of which helps develop their independence skills. Children have developed a good understanding of safety and know how to keep themselves safe in their environment. Before they go out on trips children are enthusiastically encouraged by the staff to share ideas about how they must act and what they must do to stay safe outdoors. Children confidently share their suggestions about waiting to cross the road and not running off or talking to strangers. Older children independently use safe practices around the setting. They push their chairs under the table after snack time and talk about why they must not go near the nettles in the Dene. Adults caring for the children talk to them about safety consistently, for example, by helping them to think why they must not throw things and reminding them that they could hurt someone. This contributes towards children developing a good understanding about how they must act in the setting. Younger children learn about safety with staff's encouragement and babies show a strong sense of belonging as they reach out to familiar adults when they need comfort or reassurance.

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	2
The effectiveness of safeguarding	3
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	2

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	3
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	3

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Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- ensure that all the necessary measures are taken to minimise any identified risks 12/07/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the Childcare Register section. 12/07/2011