

Diamonds Day Nursery

Inspection report for early years provision

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Inspection date 14/12/2011
Inspector Janice Hughes

Setting address The Old Convent, Alvaston Street, Alvaston, DERBY, DE24
OPA
Telephone number 01332295428
Email diamonddaynursery@gmail.com
Type of setting Childcare - Non-Domestic

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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

Diamonds Day Nursery was opened in 2011. It operates from a converted old convent in Alvaston, Derbyshire. The nursery is open Mondays to Fridays from 7.30am to 6pm all year. Children are cared for in age related rooms and there is access to a fully enclosed outdoor play area and offers out of school care for older children.

The nursery is registered on the Early Years Register and the both the compulsory and voluntary parts of the Childcare Register. The nursery is registered to provide care for a maximum of 54 children at any one time. There are currently 20 children on roll at present, of whom 14 are in the early years age range. The nursery employs five members of staff. Of these, five hold appropriate early years qualifications and one holds a foundation degree.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are cared for in this welcoming and inclusive setting, where they have suitable access to most areas of learning. Children do not have choice when to play outside, use messy play or when to have snack and this interrupts their concentration and learning. Staff do not effectively identify or plan for children's learning priorities. There are suitable procedures to keep children safe and generally healthy, but the rooms are too cold and there is not the availability of drinking water throughout the day. The setting has an appropriate capacity to improve as staff reflect on their practice. They liaise satisfactorily with other agencies and have strong working relationships with parents which ensures staff can meet children's needs.

What steps need to be taken to improve provision further?

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

- ensure fresh drinking water must be available at all times (Safeguarding and promoting children's welfare) 04/01/2012
- ensure rooms should be maintained at a temperature which ensures the comfort of the children and staff, including non-mobile children (Suitable premises, environment and equipment) 04/01/2012
- ensure providers must plan and provide experiences which are appropriate to each child's stage of development as they progress towards the early 04/01/2012

learning goals. (Organisation)

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

- develop procedures and routines so that children have more control over their learning to keep their interest
- improve resources so children find out about and learn how to use appropriate information technology, such as computers and programmable toys that support their learning.

The effectiveness of leadership and management of the early years provision

The manager and staff help to protect children from harm and neglect as they have an appropriate knowledge of safeguarding procedures and a clear understanding of how to report any concerns. Risk assessments are carried out for all areas used by children and any outings they undertake. Staff take steps to promote children's health and well-being. However, the temperature within rooms is too cold and not comfortable for the children or staff. Procedures are in place to ensure the premises and equipment is kept clean to minimise cross infection. Staff hold relevant first aid certificates ensuring that if a child has an accident they are treated immediately and appropriately.

Systems to identify areas for improvement are effective and purposeful. For example, the nursery has recently identified the need to rearrange the pre-school rooms and discussions about this have taken place. The manager strives to ensure that the setting provides an inclusive service where all children and parents are welcome. A range of resources are organised to ensure that children can access them without help or with minimal assistance to aid their independence. For example, staff set up the rooms and provide boxes of toys and resources for each area that the children can choose for themselves. However, the children's learning is interrupted by snack time, using the messy room and going outside, this restricts their learning potential. Staff are effectively deployed to support children during all activities and to ensure that supervision is consistently maintained.

Strong relationships are established with parents to ensure each child's needs are identified and met. Effective systems are in place to include parents in children's learning and development. Parents and carers involvement is valued and respected at all times. Their suggestions and comments are actively sought so that all those involved with each child can work closely together to ensure continuity and complementary care. Parents receive verbal information about their child's progress on a regular basis. The nursery has systems in place to liaise with the children's other early years providers. The setting has sufficient links with neighbouring schools, ensuring that children transfer smoothly between settings when they are ready for full-time education.

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

Children are happy, settled and form good relationships with each other and staff. They are revising their systems to observe and plan for children's learning, to ensure they meet the children's individual needs. Planning is flexible and covers most areas of learning in the curriculum, as staff plan around children's interests. However, it does not identify how activities are adapted for individual learning priorities. Staff are caring, considerate and sensitive to children's needs. As a result, children are motivated and make acceptable progress in their learning. Consequently, the children make satisfactory progress towards the early learning goals.

Children's current and ever-changing interests are fostered by their key workers. Staff use open-ended questions to effectively promote children's thinking and set out the rooms to create a bright and cheerful environment. A buzz is generated in the rooms as children play and enjoy the activities provided. Children handle tools, objects and construction materials safely and with increasing control. For example, they cut and stick independently as they make Christmas cards, Santa's stockings and snowmen. Children express their thoughts, ideas and imagination in a variety of ways. For example, children pretend to make breakfast, popping toast out of the toaster and giggle and laugh as they stir the sugar in the tea.

Opportunities for children to learn about a healthy lifestyle are reasonable. They enjoy a healthy snack of oranges and grapes and a choice of water or milk to drink. However, constant water is not available throughout the day to prevent dehydration. Children develop confidence and coordination when climbing and balancing in the outside playground. This increases their physical development well. Children's understanding of safety issues are further extended through stories and discussions about road safety and strangers at circle time.

Children are self-assured in their play and confident to try new experiences in a supportive environment. They are sociable and readily engage their peers, staff and visitors in conversation and play. Children are keen to share experiences and enjoy listening to stories. They are excited to show how they match shapes while playing a matching games and build towers out of construction bricks. Staff manage children's behaviour appropriately by creating an environment that sets, explains and maintains clear and consistent limits. Children are involved in discussions and activities about special events in their own lives and gain an awareness of beliefs and cultures outside their immediate experience. They celebrate festivals such as Diwali and make diva lights, chalk rangoli patterns and taste food from other cultures.

Emphasis is placed on developing children's communication, language and literacy skills. For example, by encouraging listening skills, extending their vocabulary and linking sounds to letters as they attempt to write their names. Children are confident speakers and good listeners, and are keen to share experiences and enjoy listening to stories. They snuggle in the cosy book corner and look at books independently talking about the pictures. Children are encouraged to show an

interest in numbers and are supported to develop the skills needed for counting. For example, through a range of interesting games, songs and everyday activities. The children's interest in information communication and technology is generally fostered, however, there are limited resources in this area and this restricts children's skills for the future. There are activities for children to be active learners and critical thinkers. For example, children negotiate how to use the walkers in the toddler room, they empty the walkers refill them with blocks and manoeuvre them around the room with skill.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
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: Met

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