

Little Diamonds

Inspection report for early years provision

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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

Little Diamonds opened in April in 2012. It is operated by a private limited family company. The setting operates from residential premises in Walthamstow, within the London borough of Waltham Forest. The children have the use of the whole of the ground floor, providing them with a large play space and the use of associated facilities. Children have the use of a large enclosed outdoor play area which spans across the two gardens of the property.

A maximum of 18 children under 8 years may attend the setting at any one time, of these none may be under two years. The setting operates each weekday from 8am to 6pm throughout the year, except for bank holidays and one week holiday closures in the Summer and during Christmas. There are currently 16 children on roll all in the early years age range. The setting is registered on the Early Years Register, and the compulsory part of the Childcare Register.

There are currently five members of staff employed at the nursery including the manager. The manager has a level 6 qualification in early years childcare. Three members of staff have a level 3 childcare qualification and one has a level 2 but is currently completing a level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare is effectively promoted. Children are safe and secure at all times and enjoy learning about their local area and the world around them. The staff team has a good understanding of children's individual needs and provides opportunities to support their interests. Staff work very closely and effectively with parents to make sure that all of the children's individual needs are known and met. Children's progress is assessed through comprehensive observation and assessment systems. This is the setting's first inspection and self evaluation systems are in their infancy. Through consultation with staff at team meetings the manager has begun self evaluating and is constantly looking at new ways to improve the service they are providing.

What steps need to be taken to improve provision further?

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

- develop reflective practice and self-evaluation to identify the setting's strengths and priorities for development and include the views of parents and children, which will improve the quality of outcomes for all children
- build links with different settings and outside agencies to maintain a coherence of learning and development for all children in the Early Years

Foundation Stage

The effectiveness of leadership and management of the early years provision

The nursery has very clear safeguarding children procedures in place and provides information to parents, in line with the Local Safeguarding Children Board guidelines. All staff is suitable to work with children and demonstrate a good level of commitment to promoting their safety. Children are kept safe and secure due to the vigilance of the staff and daily robust risk assessments undertaken. The children have freeflow access to the secure outdoor play area. Fire Drills are regularly practiced making sure all children have an understanding of what to do in an emergency. Staff works well together to maintain high staffing ratios. This enables children to move freely and to choose from the different activities provided indoors and out. Children are taught to be safety conscious without being fearful. They show a strong understanding of how to keep themselves safe for example; they know they must wear high visibility vests when leaving to go on a trip to the local hair dressers.

The staff team closely liaises with parents from the start through clear settling procedures and by completing the all about me books. They gather information about the children's routines, likes and dislikes and home life. . Although a very new nursery, the partnerships with parents are very well established and make a strong contribution to children's achievements and well-being. However, links with outside agencies and settings are yet to be developed. Parents are constantly encouraged to be involved in their children's learning as they are informed daily about activities their children have undertaken and have unlimited access to observations and assessments of their children's progress. All children are well supported to be able to join in all the activities. Plenty of pictorial images, warm staff and activities that are adapted for all individuals, encouraging all children to have a voice and give them access to take part in all activities on offer so that everyone is valued and included.

Children's learning of independent skills is enhanced through the careful placement of resources and activities around the nursery. The manager is beginning to self evaluate the setting and this is discussed regularly at team meetings. She believes it is an effective tool and is using reflective practice to clearly identify the nursery's strengths and weaknesses. The manager and staff are clearly working hard to build and improve the service they provide and they have ongoing action plans in place to address this. All resources are deployed very well; they are all stored at a level which enhances children's acquisition of independence skills. The staff are constantly seeking ways to improve the childcare service so that children have enjoyable and challenging play and learning experiences. The staff team has a natural affinity with children, anticipating their welfare needs. The manager is keen to continue to drive improvement. All staff regularly attend training sessions which enables them to keep their knowledge of early year's legislation up to date.

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

Children clearly feel at home in the nursery. They are confident as they move around the environment showing that they feel safe and secure. They are well mannered and are caring of others, which reflect the good examples of behaviour set by staff. Children enjoy a good balance of adult-led and child initiated play with planning taking account of children's individual interests. For example, children are enthusiastic as they role play in the hairdressers, placing colourful clips in each others hair and exchanging money through the till. They talk excitedly about their forthcoming trip to the local hairdressers to staff and each other, which develop their language skills. Staff interaction with the children is enthusiastic and they use lots of open and challenging questions to extend their learning.

Children enjoy a wide variety of indoor and outdoor play experiences, which support their learning and development well. High staffing ratios enable children to move freely to choose from the different activities provided indoors and out. Children have plenty of resources to choose from on a daily basis including a wide range of Investigative tools such as computers to promote future technology skills. Children enjoy using a range of craft materials which enhances their creative development both indoors and out. The outside area is well organised and enhances the children's development of their large and small muscle movements, as they use the range of well maintained play equipment. They particularly enjoy bouncing and hopping on the small trampoline. Outdoor experiences help the children explore how their bodies work, for example, when they enthusiastically dig in the allotment area or play and climb the slides. Gardening activities, such as watering the plants or picking vegetables, further develop their knowledge of how things grow and what they need to stay healthy. Children who wish to can read stories while getting fresh air and this adaptable attitude towards books enables children to explore them without limiting themselves to a book corner. Practical and interesting mathematical processes, such as measuring the distance required between vegetables in the garden, weighing and measuring ingredients when cooking and counting the number of children together at meal times help to build children's skills for the future.. Children respond eagerly when staff praise and encourage them for counting successfully during a game of hopping in the garden. Children thoroughly enjoy playing games such as, dominoes and they problem solve when they have to count the spots and match them to the dominoes placed on the floor. Children learn about different cultures as they enjoy celebrating different festivals, dressing up, cooking, dancing and reading a variety of books from around the world. They have access to many positive images of different cultures, religions and abilities.

The staff team makes good use of the information that is shared between them and the parents. A range of media is used to gather a clear picture of their individual needs. Parents express they are very happy with the service provided and really pleased with the progress their children are making. Good use of observations and assessments of activities help staff to identify and meet children's individual needs. Parents are invited to contribute where appropriate to the process. They are invited to coffee mornings where they have the opportunity to

discuss their child's individual progress. Newsletters are given to parents and regular emails are sent to keep them updated. Edward the Teddy Bear is used to support links between home and nursery. Children take the bear home and parents take photos of him at the Olympics, eating meals and on day trips with them. The children share their stories during circle time within the group. The welcoming environment helps new children to settle quickly and enables parents to talk to staff about any concerns they may have. Consequently, parents are extensively informed about the education, care and welfare of their child.

Children thrive from being cared for in an environment where an exceptional standard of hygiene practices are maintained and they are carefully supported to learn excellent hygiene skills. Children take themselves to the toilet and know to wash their own hands. Pictures and posters at their level provide children with gentle reminders. They fully understand the importance of hand washing and they have access to liquid soap, hot and cold water and paper towels. This makes sure that the children are protected against cross-contamination and infection. Children benefit from an extremely healthy range of meals and snacks, which are adapted to meet all individual dietary needs. Children develop excellent healthy eating habits as staff encourages them to try different foods and constantly talk to them during meal times about foods that are good for them. Meals and snacks at the Nursery are very well balanced and nutritious, offering a wide variety of foods. The menu is constantly reviewed by the nursery. As a result children are offered foods low in salt, colour additives and sugar and all meals are made from fresh ingredients. There are currently no children on roll who have specific dietary requirements but excellent systems are in place to meet these should a child require them. Staff speak calmly to the children, and explain everything to them at a level they can fully understand, which results in well behaved children who respond well to praise. All children are actively encouraged to share and take turns. This contributes to their feelings of safety as they learn in a caring, environment that values their individual needs

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	1
The effectiveness with which the setting promotes equality and diversity	2
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	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	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
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