

# Little Diamonds Childcare Centre

30 Willington Terrace, WALLSEND, Tyne and Wear, NE28 7BB

<b>Inspection date</b>	05/06/2013
Previous inspection date	28/06/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Children make good progress during the time they spend at the nursery. This is because staff have very good awareness of individual needs and precise assessment and planning is in place for all children.
- Staff provide a range of exciting and interesting experiences in the indoor and outdoor environments. As a result, children are happy, motivated and take an active part in their learning.
- The manager and staff team create a warm and welcoming environment where children settle, enjoy themselves and develop close relationships with their peers and adults working with them.
- Children are safeguarded in the nursery. This is because staff have good knowledge of policies and procedures and complete thorough risk assessments to ensure all areas used by children are safe.

### It is not yet outstanding because

- Opportunities for the youngest children to develop their early reading skills are not fully extended. This is because the indoor environment is not yet rich in print throughout the nursery.
- There is room to further strengthen partnerships with other settings children attend so that there is an increased sharing of information about children's learning and a more consistent and complementary approach to the support children receive.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector carried out a tour of the nursery.
- The inspector carried out a joint observation with the manager.
- The inspector observed play and learning activities and spoke to staff and children in all nursery rooms.
- The inspector carried out an interview with manager and looked at and discussed a range of policies and procedures.

## Inspector

Nicola Jones

## Full Report

### Information about the setting

Little Diamonds Childcare Centre was re-registered in 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a residential property in the Wallsend area of North Tyneside. It is managed by a private company. The nursery serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play. The nursery employs seven members of childcare staff. Of these, four hold appropriate early years qualifications at level 3, including two members of staff hold qualifications at level 6. The nursery opens Monday to Friday all year round. Sessions are from 7.00am until 6.30pm. Children attend for a variety of sessions. There are currently 36 children attending who are in the early years age group. The nursery provides an after school club service and collects children from a number of local primary schools.

### What the setting needs to do to improve further

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

- develop further the educational programme for literacy for the youngest children, for example by creating an environment rich in print where they can learn about words, for example, using names, signs and posters
  
- reflect on and further develop ways to strengthen the relationship with other settings children attend so that there is a more effective method for sharing knowledge and understanding about children's learning and development.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

Staff have very good knowledge of the Statutory framework for the Early Years Foundation Stage and use this well to support children in their learning and development. They provide a wide variety of toys, equipment and resources, in the indoor and outdoor areas, and children are encouraged to make independent choices from the selection available. Children are encouraged to use their senses to explore different media and enjoy experimenting to create different textures. For example, they watch with interest when staff pour water onto cornflour and use their hands to mix and turn it while investigating how it changes between solid and liquid. They laugh and make comments such as, 'It's like magic', as they make patterns with their fingers. All staff respond very well to children's emerging needs and interests and guide their development through positive interaction. They plan first-hand experiences and challenges appropriate to the

age and development of children and, as a result, children thoroughly enjoy the time they spend at the nursery and are excited and motivated to learn.

The quality of teaching is consistently good. Staff have a very good understanding of how to promote the learning and development of young children and, as a result, children make good progress in their learning. Very young children's language skills are enhanced when staff respond sensitively to their early attempts to communicate. They notice the sounds children are making and try to 'tune in' to the different messages they are trying to convey. Staff make eye contact with babies, say their name and wait for them to react. This helps children to develop relationships with their key person and supports their understanding of familiar words and sounds. Staff support older children's expressive language skills very well. They provide a stimulating range of open-ended resources in the outdoor environment and children explore, build and role-play with the selection available. For example, children make a train using bread crates and make comments such as, 'Is everybody ready?' and, 'Have you got your seat belts on?'. Staff ask questions and make comments as children play which further enhances their communication and thinking skills.

Overall, children's reading skills are promoted well in the nursery. Children have access to a wide selection of picture books, including non-fiction. They enjoy sitting with staff and their peers, listen to stories, and learn how to turn pages correctly and point to pictures which interest them. Good opportunities are provided for older children to learn about words. All resources are clearly labelled and good use is made of signs and other texts. However, opportunities for very young children to enhance their early reading skills are not fully extended. This is because the environment in the baby room is not yet rich in print where children can learn about words, for example, by using names, signs and posters.

Staff provide good opportunities during child-initiated and adult-led activities to develop children's mathematical skills. For example, they count the number of beads on an abacus and provide containers in the role play area clearly displaying the numerals one, two and three. Children use numbers as they play and enjoy running up to staff and say, 'I am 56 today'. Children are provided with very good opportunities to learn about other people and cultures. They have weekly sessions with a French teacher where they learn key words and phrases. As a result, children are beginning to use this knowledge in their everyday play and interactions in the nursery. For example, during an outdoor painting activity, children use the French words for 'red' and 'rabbit' as they create their pictures. Children are provided with a broad range of experiences to develop their physical skills. In the indoor environment, children reach out for and begin to hold objects, make marks with their fingers using paint and feed themselves competently using knives and forks. In the outdoor environment, children use chalks to develop early writing skills, skilfully move lengths of guttering to create ramps for balls and climb up and down ladders on the slide. As a result, children effectively develop the key skills they need for the next steps in their learning, including those required when they attend school.

Staff have high expectations of all children as they complete a range of good quality assessments. All information is linked to the guidance document, Development matters in the Early Years Foundation Stage and this is tracked over time to demonstrate progress.

Individual learning journey files are completed for all children and contain a wide range of observations, photographs and samples of children's work. All observations clearly show how next steps in learning will be developed. This includes activities that can be carried out at home to support this development. Parents have access to this information, which keeps them informed of their child's progress and they are actively encouraged to share information about their child's learning at home. This means there is shared knowledge about children and a complete picture of children's learning and development is obtained.

### **The contribution of the early years provision to the well-being of children**

Staff provide a warm, welcoming environment. Children are happy, have fun and clearly enjoy the time they spend at the nursery and this is echoed by the views of parents spoken to on the day of inspection. Staff provide high levels of care, support children's individual needs very well and recognise when children are tired or upset. For example, when very young children cry, staff cuddle them and gently place them in a cot, where they fall asleep after short periods of time. A well-established key person system is in place which helps children to form secure attachments and promotes their well-being and independence. Children show how content they are when they smile and laugh with their key person and enjoy the time they spend with them in their rooms. Any changes to staffing are effectively communicated to parents to ensure they are kept up-to-date. A stimulating and well-resourced environment is provided which supports children's all-round development and emotional well-being. Children develop independence as they are able to find and return what they need. They pour their own drinks during the day and manage their own hygiene and personal needs.

Effective settling-in arrangements are in place and both children and parents are well-prepared when children make the transition into nursery. A wealth of good quality information is shared to ensure individual routines and needs are well-met. For example, parents complete 'All About Me' booklets containing information regarding likes and dislikes, food allergies, comforters, sleep routines and personal preferences. Children are well-supported when they move rooms in the nursery. They make visits with their key person and staff complete good quality documentation to ensure continuity in children's learning and development and welfare needs. Children are equally well-supported when they leave the nursery. Relationships with local schools are strong and a number of measures are in place to help children when they transfer to the next stage in their learning. For example, children make visits and attend special events hosted by schools. Staff provide parents with good quality information to support their children and ease the transition process.

Children's health and well-being is promoted in the outdoor environment. This is because they are provided with daily opportunities to explore, use their senses, and be physically active and exuberant. Staff offer opportunities for doing things in different ways and on different scales than when indoors. For example, children enjoy placing pebbles on the corners of their painting to prevent them from flying away in the wind. Children demonstrate good awareness of safety as they play. They wait until all children have moved out of the way before using the slide and carefully manoeuvre a dolls buggy around the grassed area, avoiding other equipment. Children have good awareness of the

boundaries set, and of behavioural expectations in the nursery. This is because staff explain and maintain clear, reasonable and consistent rules so that children can play feeling safe and secure. Staff provide good opportunities throughout the day for children to develop an awareness of healthy lifestyles. They provide a wide range of healthy foods and snacks at mealtimes and encourage children to drink water as they play.

### **The effectiveness of the leadership and management of the early years provision**

The manager maintains a good overview of the curriculum and monitors educational programmes to ensure children are helped to make progress in all areas of learning. She has secure knowledge of the Statutory Framework for the Early Years Foundation Stage and uses this well to support the staff team. The manager spends time working in all rooms of the nursery and, as a result, has first-hand knowledge of what is working well and addresses issues as they arise. Planning and assessment systems are monitored effectively and the manager maintains an overview of documentation for tracking children's progress. This ensures children who are working below expected levels of development are identified, appropriate interventions are sought and children receive the support they need.

The manager and staff team are committed to working in partnership with parents and others and take a lead role in establishing effective working relationships. The nursery provides an after school club service and there are well-established channels of communication with a number of local primary schools in the local area. However, there is room to strengthen the partnerships with other settings children attend so that there is a more effective shared knowledge about children that will support continuity in their learning and achievements. Partnerships with parents are well-established and make a strong contribution to meeting children's needs. Parents spoken to during the inspection use words, such as, 'Fantastic' when describing the care, experiences and opportunities the staff team provide.

Staff feel supported by the management team and are helped to improve their knowledge, understanding and practice. Effective supervision and appraisal systems are in place. This provides opportunities for staff to discuss any issues concerning individual children's development or well-being and identify their own personal training needs. Comprehensive recruitment and induction arrangements are in place. Consequently, all staff hold appropriate qualifications and have a clear understanding of their roles and responsibilities. Managers have addressed the action set by Ofsted and ensure staff are deployed effectively at all times, to meet the needs of children. As a result, supervision arrangements are good and ratios are maintained at all times.

The manager and staff team fully understand their responsibility in safeguarding children and have effective policies and procedures in place to ensure children are kept safe at all times. All staff know and understand procedures to follow should they have any concerns and know who to contact if the manager is unavailable. Systems are in place to ensure all areas used by children are safe. For example, to address the action set by Ofsted, improvements have been made to the pre-school floor surface in order to remove

potential tripping hazards and promote children's safety. Comprehensive risk assessments are conducted on a daily basis by all staff to clearly monitor and address safety issues as they arise.

Self-evaluation takes into account the views of staff, children and their parents. Views are sought through one-to-one meetings with staff, ongoing discussions with children and opportunities for parents to talk openly to staff or complete questionnaires. The manager has a strong drive to improve the nursery and has a clear and successful improvement plan that supports children's achievement over time. There are well-established links with the advisory team within the local authority and this further enhances the self-evaluation process.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.



## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY423431
<b>Local authority</b>	North Tyneside
<b>Inspection number</b>	901722
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	38
<b>Number of children on roll</b>	36
<b>Name of provider</b>	Little Diamonds Childcare Centre
<b>Date of previous inspection</b>	28/06/2011
<b>Telephone number</b>	01912634022

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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