

Little Diamonds Limited

Field Community Centre, 147 Station Road, LONDON, E7 0AE

Inspection date	10/10/2013
Previous inspection date	15/09/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- The key worker system is effective, enabling children to receive good support from staff who know them well.
- Staff listen to children and act on their views by increasing the type of activities that appeals to children's interests.
- The nursery's strong partnerships with parents help to enhance children's care, learning and development.
- Children have a good range of experiences that support them in developing an understanding of healthy lifestyle.
- The nursery encourages parents' involvement and this has a positive affect on children's learning and development.

It is not yet outstanding because

- On occasion, children lose interest in their play because staff attend to matters outside of the activity.
- Children have fewer opportunities to see numbers in the outdoor learning environment

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 interviewed the manager.
- The inspector observed staff's interaction with children.
- The inspector samples of documents including staff records, policies, children's assessments, accidents and incident records.
- The inspector had discussion with parents.

Inspector

Jennifer Liverpool

Full Report

Information about the setting

Little Diamonds was registered in 2009. It is privately owned and operates from four rooms in a section of the Field Community Centre, located in Forest Gate in the London Borough of Newham. A garden is available for outside play. The nursery opens each week day from 7.30 am to 6.00 pm for 51 weeks of the year.

The nursery is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register. There are currently 35 children from one year to three years old on roll.

The nursery employs nine staff, all of whom hold early years qualifications. The manager has a degree and two staff members are qualified to level 5. All other staff hold a level 3 qualification in childcare and early years education.

What the setting needs to do to improve further

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

- provide children with uninterrupted time to play and explore so that they get the best out of planned activities

- increase opportunities for children to see numbers outdoors to enhance their play and learning experiences.

Inspection judgements

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

The nursery is welcoming and attractive with a wide use of children's work, family photographs and posters on display. This helps children to feel a sense of belonging. Children grow in confidence because staff are warm, friendly and attentive to their needs. Babies and children build good relationships with their key persons and friends, which plays an active part in their learning. For example, babies are becoming aware of other children as they sit with them at meal times. Older children are developing a caring attitude to younger children as they help set up the table for babies to eat. The staff deployment is effective as the staff support children well through key person group sessions and daily routines that enable children explore, play and learn. Children learn well because they take part in a good balance of adult-led activities, as well as play that they initiate themselves, such as role play and outdoor games. In the main, older children

demonstrate good levels of concentration when helping to make play dough and when they play with self-chosen activities. Children explore sound through using musical instruments. They imitate staff drumming techniques and begin to develop patterns of rhythm. However, they lose interest when staff move away from the activity to respond to others, thus interrupting the flow of their play.

Staff monitor and record children's achievements and development. They identify the next steps and use this information to ensure that children receive varied and purposeful experiences across the different areas of learning. Staff make sure that children's individual interests and learning needs informs future activity plans. Staff encourage children to express their opinions about the activities they like or dislike through the use of picture symbol questionnaires. Staff use children's feedback to assess the range of activities and increase resources that appeal to children's interests. This enables the children to feel valued, thus promoting their self-esteem. Babies discover colour, shape and textures as staff help them independently access a range of natural resources, including the treasure basket with natural objects. Staff provide babies with regular opportunities to explore wet and dry sand, using their hands and feet. Also, babies enjoy moving their hands in water play.

Children's understanding of shape, space and measurement are developing well. They can name and recognise simple shapes and use cups to measure ingredients for making cakes or play dough. Staff introduce positional language, such as, 'up', 'down', 'over' and 'under', when they interact with young children while they are moving beads along a beading frame. Children enjoy singing number rhymes and songs. They count confidently and begin to recognise numbers that are important. For example, some children talk about their age during role play. Children see number posters indoors on wall displays and in books, although they do not always have many opportunities to see numbers outdoors to reinforce their recognition of numbers.

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

Staff support new children to settle into a new environment and routine by working alongside parents so that the settling-in process is tailored to children specific needs. Staff gather important information from parents at the start of their child's placement and they use this information to support new children when they are settling in. For example staff place comfort aids where young children can easily find them. This provides children with a sense of security with something that they can connect with their home. Staff successfully encourages new children to join in activities that includes their favourite toys or something that they can connect with from their home. Thus supporting children's emotional well-being. Babies are well cared for by staff in activities that promote their social, language and physical development while ensuring that their care needs are consistently met.

Staff are consistent in their approach to managing children's behaviour by using appropriate strategies, such as distraction and simple explanation. For example, staff remind children to not snatch toys from their friends but to share toys and be kind to

others. Children respond to requests for good behaviour. Children are given special tasks to do so that they develop responsible behaviour. For example, two children are chosen each day to visit the cook with a member of staff to find out what meals are being cooked on that day so that they can share this information with their friends. Children learn to keep themselves safe because staff remind them to walk sensibly indoors, and show them how to hold the scissors safely during cutting activities.

The nursery has effective daily routines which help to promote children's good health and well-being. For example, staff wash their hands after each nappy change and before placing children's serving bowls on the table for lunch. Staff also wipe the tables before and after use, mop up spills and regularly check the children's toilets so that it is clean for children to use. Children have fresh drinking water throughout the day and can access water independently as they play. Children receive healthy and nutritious lunches and snacks that are cooked on the premises. Children learn the benefits for a healthy diet through discussion, topics and from visits to the greengrocers to buy fresh fruits to make fruit cocktails. Staff are effective in supporting babies learn to feed themselves, which helps to develop their independence. Children engage in daily physical activities. They benefit from a varied range of outdoor play equipment and show confidence as they walk across balancing beams, crawl through a caterpillar tunnel and climb an apparatus. These activities help children to develop a healthy lifestyle.

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

The manager and staff demonstrate good knowledge and understanding of child protection issues. This is because the manager and most of the staff are experienced and trained in this area. Consequently, children's welfare is promoted and properly safeguarded. The nursery's premises are secure and safe for children. For example, entry into the nursery is controlled by coded key pads so that unauthorised persons do not gain access to the children. Also, staff check visitors' identification on their arrival and provide visitors with an identification badge. This enables other staff to quickly become aware that there are authorised visitors on the premises in order that the children are constantly supervised. The manager has good recruitment procedures that help to ensure that staff employed at the nursery are suitable to work with children. New staff take part in efficient induction process that enable them to become familiar with the nursery's policies and procedures, which impacts very positively on the effectiveness of the provision for children's care. The manager and staff keep all required documentation maintained and follow procedures for confidentiality to ensure that the provision is effectively and safely managed.

The staff work well as a team because they receive clear communication and guidance from the manager and other senior staff during staff meetings and general feedback on a day to day basis. The manager actively encourages staff to undertake ongoing training and she monitor staff's practice through supervision and appraisals. This helps to support the children in the nursery. The key person system is effective as it enable children to receive good support from staff who know them well. This includes settling in children

when they are new and making good use of daily routines and activities to extend children's learning. Staff are secure in their knowledge and understanding of the Statutory Framework for the Early Years Foundation Stage, including the learning and development requirements. As a result of this, assessments and planning reflects children's individual needs, which enables children to make good progress in their learning and development. The nursery has successfully addressed the recommendation raised at the last inspection. Consequently, children use more natural and real resources in the role play area, which in turn broadens children's imagination and creativity. The nursery has a detailed written self-evaluation that they use to continually support them in improving the outcomes for children. The nursery forms links with external agencies, the local authority early years team and local schools, which helps support children's individual needs.

The manager and staff establish strong relationships with the parents, which enables children to receive continuity of care. There are a variety of methods that staff use to give and receive information parents. For example, daily feedback sheets for babies and young children, and a communication book that allows parents to record their child's achievements from home, which they return to the key persons. Parents are also kept well informed of their children's general well-being, progress, activities and events through sharing of assessment records, meetings, newsletters and information notice boards. Parents are encouraged to participate in the nursery's activities, for example, the nursery's healthy eating event day. Also, some parents visit the nursery to read stories to children and also to help out with gardening tasks. Parents' involvement has a positive affect on children's learning and development.

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
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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

Unique reference number	EY402200
Local authority	Newham
Inspection number	934401
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	42
Number of children on roll	23
Name of provider	Little Diamonds Limited
Date of previous inspection	15/09/2010
Telephone number	0208 519 1919

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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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