

# Diamonds Day Nursery

The Old Convent, Alvaston Street, Alvaston, Derby, DE24 0PA

<b>Inspection date</b>	07/02/2014
Previous inspection date	14/12/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision requires improvement

- Children's safety is effectively promoted through the implementation of robust safeguarding procedures.
- Staff provide children with good role models and as a result, they behave well and form positive relationships and strong attachments. In addition, staff offer praise and encouragement to promote their self-esteem.
- Partnership with parents is well established and children benefit from a two-way communication, which helps their continuation of care and learning.

### It is not yet good because

- Staffs' quality of teaching language skills is not consistent throughout the nursery. They do not always make the most of chances to extend children's language acquisition. As a result, children make satisfactory progress instead of good.
- Initial information from parents is not always used effectively to help identify children's starting points. As a result, staff cannot accurately demonstrate some children's progress or the progress that children are making.
- The writing area in the pre-school lacks richness and stimulation to promote pre-school children's early writing skills.

## 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 spoke to the children, parents and staff and held discussions with the manager.
- The inspector observed activities in the playrooms and the outside learning environment.
- The inspector held a joint observation with the manager.
- The inspector looked at children's assessments, learning journal records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with the children, the provider's documentation, policies and procedures and improvement plan.

## Inspector

Janice Hughes

## Full report

### Information about the setting

Diamonds Day Nursery was registered in 2011 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It operates from a converted old convent in Alvaston, Derbyshire. There is access to enclosed outdoor play area facilities. Children are cared for in age-related rooms and the nursery offers out of school care for older children.

The nursery is open Mondays to Fridays from 7.30am to 6pm, all year, with exception of bank holidays and a week at Christmas. There are currently 66 children on roll, of whom 45 are in the early years age range. The nursery provides funded early education for two-, three- and four-year-old children and supports children who speak English as an additional language.

The nursery employs 12 members of staff, all of whom hold appropriate early years qualifications at level 3 and the manager has a qualification at level 4 in childcare. The nursery receives support from the local authority.

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

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the programme for children's language development, by developing all staffs' knowledge and understanding of how to promote language skills effectively. For example, asking open-ended questions, holding relevant conversations, introducing new vocabulary and explaining what children are doing clearly, so that they can make good progress
- ensure all staff use the initial information obtained from parents to inform children's starting points and help them to demonstrate children's progress over time.

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

- enhance the pre-school writing area, to include examples of different styles of writing to create an area rich in print to aid children's early writing skills.

## Inspection judgements

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

Children are happy and content in this nursery. Staff have an appropriate understanding of how to promote children's learning through play. They understand children's individual needs well because they obtain relevant information from the parents before their children start the nursery. Staff find out about their capabilities and preferences from the 'All about me' forms that parents complete and observations at settling-in times. This helps staff to plan activities for the children from the start that are of interest to them, consequently, they settle quickly into nursery life. However, there are inconsistencies in this process because some inexperienced staff do not use the initial information gathered to analyse children's starting points. As a result, they cannot accurately demonstrate some children's progress and do not always know the progress their key children are making. In spite of this, once the children have started at the nursery, staff teach, observe and assess the children suitably while they play and identify their next steps in learning. As a result, staff are planning appropriate challenging activities that meet children's learning needs in most areas of learning. Staff provide all children, including those with English as an additional language needs, with sufficient support and resources, so that all gain suitable skills for the next stage in their education. For example, staff have learnt words in their home language, produced picture cards and visual timetables, to help with their communication. Parents are involved with their children's learning from the start. They are invited to look at their children's learning records whenever they wish or at parental consultations. These records contain observations of the children, photographs and assessments showing their achievements. They include the progress check at age two years, where appropriate and parents have made comments that they are happy with the progress their children are making.

Staff provide all children with gentle and caring support. This has a positive effect on how children learn and how happy they are in the nursery. Staff plan activities to cover all seven areas of learning both indoors and outdoors that challenge children appropriately. However, some staffs' knowledge and understanding of how to promote children's language skills is not always effective throughout the nursery. At times, less experienced staff, miss opportunities to ask open-ended questions, develop relevant conversations, introduce new vocabulary or explain clearly what children are doing. As a result, the quality of teaching in this area of learning is not good enough. Consequently, children make satisfactory progress rather than good. Children are progressing generally well with their physical development. Babies and toddlers are using different tools to improve their handling skills. For example, babies smear and move their hands in circular movements as they explore the 'gloop' mixture and let the cornflour and water mixture fall through their fingers. Pre-school children use their fingers effectively as they pick up rice to investigate how it looks through magnifying glasses. These activities also help children to solve problems and investigate for themselves, gaining skills for future learning, in other settings, such as school. Children enjoy being outside and have opportunities to extend their physical development. Here, they climb, balance, jump. They use small equipment to learn kicking, throwing and catching skills.

Books play an important part of the nursery and children use them independently. Pre-school children turn pages and discuss the contents with their friends. Toddlers and babies look at pictures of animals with staff and make noises. All groups of children enjoy snuggling into staff to listen to stories. For example, pre-school children enjoy a popular story about 'pigs' and join in and repeat words that they know. These opportunities help

children to understand that books can bring pleasure and aid early literacy skills. Staff enhance literacy further by generally promoting writing skills in the pre-school and encouraging children to write their name and use the 'writing area' independently. Mathematical skills are taught adequately, children count as they play and staff encourage pre-school children to play games that include numbers and learn about shapes in the environment. Toddlers are beginning to compare sizes as they play in the sand and babies clap hands to numbers action songs. Children's creativity is encouraged suitably as they freely paint, stick and glue their creations and use their imagination as they make 'pancakes' for 'tea'.

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

Children in the nursery demonstrate that they feel secure and are confident as they independently explore their environment. The key person system helps children to settle and form secure emotional attachments. Babies' routines are discussed with parents when the child starts and at regular intervals to help staff to ensure their changing needs are met. Babies are well supported by staff and as they progress into the older age group, they become confident in the daily routines. Appropriate care practices ensure children settle quickly, are happy and enjoy their time at the setting. Babies and older children separate from their main carers with ease showing confidence in the care of the staff. All children are assigned a key person who works with the children and their parents, sharing and exchanging appropriate levels of communication. Children behave well in the nursery as staff act as positive role models, they are polite to each other and work well as a team. This helps children to learn about how to behave and co-operate with each other, which promotes their self-esteem.

Most play areas are inviting in the pre-school rooms with open, low-level storage units to encourage children's independence and decision-making. However, the writing area that is provided is limited in the display of different styles of writing, to enhance children's writing skills, for example, there is a lack of different types of posters, writing styles and letters to give children an environment rich in print, so that they can see different ways of writing. The environment is stimulating with displays of children's art and craft work and photographs of themselves and the families. This shows that staff value children's work and provide them with a sense of belonging. Older children know safe action to take in an emergency through regular practise of the escape plan. Staff help the children to have a smooth move as they progress to the older age groups in the nursery. Also, staff support the older children as they prepare to move onto school. There is an established relationship between the local school and nursery, which currently relies on verbal exchanges. This includes a well-developed movement process in place that promotes the sharing of children's records, to aid their continuity of care and learning overall.

Children are learning about good hygiene routines. Older children are encouraged to manage their own personal and hygiene needs. They go to the toilet independently and are monitored while washing and drying their hands to ensure this is done properly. Staff ensure younger children and babies wash their hands before mealtimes using baby wipes and warm water. Systems are in place to inform staff of any health or dietary issues the

children may have and there are thorough records of accidents and any medication administered. Children's personal needs are met promptly. The nursery provides a variety of healthy and nutritious meals and snacks and children benefit from the carefully balanced menu offered. They are provided with a healthy balanced diet, which includes a combination of fresh fruit, vegetables and hot home-made meals. These are prepared on a daily basis taking account of any allergies and specific dietary needs. Children are observed to enjoy their lunch together and learning to use a knife and fork safely. Older children take an active role in mealtime routines. They find their name card, pour their own drinks, learn to serve themselves food and some children choose where they wish to sit. Children are gaining awareness about the importance of good health through daily physical exercise. They go outside daily and enjoy the fresh air and participate in exercises inside.

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

The nursery is securely maintained and there are risk assessments in place to ensure potential hazards are identified and minimised. This helps keep children safe from harm. The arrangements for safeguarding children meet statutory requirements and give no cause for concern. Staff place a robust priority on safeguarding children from abuse. They have all attended safeguarding training to ensure that they are aware of the signs and symptoms of abuse and procedures to undertake should they have any concerns about children in their care. The majority of staff hold current paediatric first aid certificates to protect children's health and safety. There are effective systems in place to ensure that those employed to work with children are vetted by the Disclosure and Barring Service. Recruitment procedures ensure suitable checks are obtained and potential new employees are invited to work alongside children and staff prior to them being offered a position. The records, policies and procedures are generally well organised in supporting the nursery. Policies and procedures are routinely reviewed and updated to include new legislation and any changes are shared with parents and staff. There is a complaints procedure in place that is adhered to and parents are made aware of this. The manager and staff has a satisfactory understanding of her role in meeting the learning and development requirements, including the extent to which she monitors the planning and delivery of the educational programmes.

The manager monitors performance by working alongside staff and through regular supervision and appraisals. However, there are currently variations in the knowledge of some staff, regarding assessing children's starting points, so that all children make consistently good progress with their language development. Ongoing professional development is encouraged to ensure that the nursery has an experienced and qualified team. Annual appraisals are in place to identify practitioners' training needs. The manager has a clear understanding of her roles and responsibilities. She is aware of the nursery's strengths and areas in need of further development. A comprehensive self-evaluation of the nursery has also recently been carried out, in order to identify priorities for development, which includes direct input from staff, parents and children, through questionnaires. For example, they have identified that the outside environment requires improvements, such as implementing 'mud kitchens' and mark-making ideas into the area.

This is to benefit children's all-round development

Parents receive a variety of information about the nursery. A newsletter is sent to parents every term and they have opportunities to fill in questionnaires about their satisfaction with the care provided. Staff work closely with parents, for example, when planning potty training for their children, promoting consistency in how this is done. Parents spoken to express their satisfaction with the nursery and say they find staff friendly and approachable. Regular information is shared with parents on a daily basis to ensure that the needs of children are met. Staff work in partnership with parents and carers and children are respected in-line with their backgrounds and beliefs, which promotes the inclusion of all children.

### **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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY421215
<b>Local authority</b>	Derby, City of
<b>Inspection number</b>	875703
<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>	54
<b>Number of children on roll</b>	66
<b>Name of provider</b>	Christina Hanrahan
<b>Date of previous inspection</b>	14/12/2011
<b>Telephone number</b>	01332755455

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## Type of provision

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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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