

# Little Diamonds Limited

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

<b>Inspection date</b>	23/07/2014
Previous inspection date	10/10/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	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

- Staff provide a good range of resources inside and outside, which means children have consistent opportunities to learn and develop.
- Staff implement effective systems for self-evaluation and maintaining continuous improvement and this helps improve outcomes for children.
- Strong partnerships with parents ensure children's overall needs are met well.
- The strong leadership and management team helps staff improve their practice and make progress in their professional development.

### It is not yet outstanding because

- Staff do not consistently encourage children to discuss the effects of a healthy diet and lifestyle on their physical development.

## 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 observed activities in the playrooms and the outside play space.
- The Inspector spoke to the provider, deputy manager, staff, children and parents.
- The Inspector undertook a joint observation with the deputy manager.
- The inspector observed a range of documentation including, registers, accident records, safeguarding policy, risk assessments, staff records and children's records.

## Inspector

Caroline Preston

## 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 6pm 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 on roll, all of whom are in the early years age range. The nursery supports children with special educational needs and/or disabilities, and those who speak English as an additional language. The nursery employs 11 staff, all of whom hold early years qualifications to at least level 3.

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

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

- strengthen children's understanding of how to maintain a healthy lifestyle, the importance of healthy eating and how these relate to their physical development.

### Inspection judgements

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

Staff effectively teach children across all areas of development and, as a result, children progress well from their initial abilities. Staff undertake on-entry observations and assessments including the progress check for two- year-old children. This also helps to close gaps in development and promote all children's learning. Therefore, staff plan for children's next steps in learning and their readiness for school. Staff help children who speak English as an additional language well. For example, they provide picture cards to help children express themselves and learn key words in the child's home language. This helps children to begin to learn English effectively. Staff provide a good educational programme, which offers children stimulating and challenging learning experiences. Therefore, children are developing well and making good progress in their learning and development. Children enjoy playing in the 'mud kitchen'. They handle and manipulate soil, and learn about the properties of different natural resources. However, staff do not consistently encourage children to learn about healthy lifestyles, or the effects that healthy and unhealthy foods can have on their physical development. Children enjoy listening to stories during group time, they learn new vocabulary as they discuss different animal sounds. Staff model language appropriately to children. For example, staff explain, demonstrate, , encourage and question children effectively during activities. Staff help children to learn how to socialise by providing lots of opportunities for children to play and learn from each other. Children develop literacy skills as they make marks, and use pens and pencils to write. Children make progress in their physical development as they run,

climb and ride bicycles in the garden. Children learn about shape as they build and construct with small bricks. This helps extend their physical and creative skills.

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

Staff implement effective systems to support children to settle, develop secure attachments and self-confidence. Each staff member works with a number of key children whom they help to settle. Staff are good role models because they talk to each other, parents and children respectfully. They work effectively as a team showing children good examples of strong relationships. Staff teach children behaviour boundaries and, as a result, children behave well and understand the importance of good behaviour for their future life. Staff praise and encourage children's good efforts. Staff teach children about diversity, so that they learn to respect differences. Staff provide resources reflecting differences, celebrations of various cultural festivals and world culture days.

Staff help children to understand the importance of hygiene routines through daily practices. Staff encourage children to wash their hands before meals. Children are gaining an awareness of healthy lifestyles and staff provide a range of nutritious meals and snacks. For example, children enjoy trying Indian food, such as, dal pulses and roti bread, and regularly eat fresh fruits. The nursery also ensures foods are healthy by reviewing their menus, and they have achieved a three star certificate for healthy eating provision. The nursery environment is well-resourced both inside and outside. Therefore, children learn and develop at all times, learn future skills and are helped to prepare for school. Staff invite teachers from the local school to visit children before they start school and to find out about their development so far. Therefore, good links with schools have been established and this helps children to prepare for school.

Staff effectively implement the accident and incident policy. When children are hurt or ill they receive prompt treatment and staff record the details in the accident book. Parents are shown these entries and sign to acknowledge them.

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

Leadership and management are effective as the provider understands her responsibilities in implementing the safeguarding and welfare requirements, and the learning and development requirements well. The educational programme is effective in helping children to achieve and make progress in their learning and development. The assessment of children is precise and effective in monitoring children's abilities and identifying any gaps in development. The lead safeguarding officer is knowledgeable and trained in safeguarding procedures, and the steps to take if there is a concern about a child. She supports staff well, who know what her role and responsibility is in helping them if needed. All staff are aware of the safeguarding policy and procedure and how to implement this to safeguard children's welfare and well-being. All staff have been robustly vetted and are well qualified to work with young children. Therefore, staff know how to

identify concerns and have undertaken recent training so keep children safe. Detailed risk assessments show that staff assess any hazards to children in the inside and outside environment, and effectively addresses them. This means children's environment is secure and safe. Staff teach children about safety. For example, they discuss with children how to hold cutlery safely at mealtimes and run safely in the garden. Staff also talk to children about stranger danger. As a result, children learn about their personal safety and how to keep themselves safe..

The provider is on site everyday to monitor that the nursery runs smoothly. Staff work well together in maintaining ratios at all times and ensuring children are appropriately supervised. In addition, staff keep attendance registers up to date and ensure that accident records are completed and then signed by parents. Staff are helped to develop their professional practice, through regular supervisions and appraisal meetings. Staff are also offered many different training opportunities to continue their professional development. This results in staff being able to improve outcomes for children.

Good systems for self-evaluation and continuous progress are implemented. This helps improve staff practice and, therefore, promotes children's learning effectively. For example, the nursery has completed several national schemes to enhance their practice. These schemes have helped staff to evaluate all areas of their practice and environment and to promote children's learning more effectively. Staff have established good relationships with parents and share a wealth of information with them. For example, staff provide newsletters, parental questionnaires and written information about the nursery. As a result, children's needs are met well.

### **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>	EY402200
<b>Local authority</b>	Newham
<b>Inspection number</b>	982839
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	42
<b>Number of children on roll</b>	22
<b>Name of provider</b>	Little Diamonds Limited
<b>Date of previous inspection</b>	10/10/2013
<b>Telephone number</b>	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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