

Diandjims Nursery and School Klub



The Pavilion, Hexham Middle School, Wanless Lane, Hexham, Northumberland, NE46 1BU

Inspection date 20 February 2015
Previous inspection date 5 May 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Children enjoy their time at the nursery and out of school club. Staff plan activities around their developmental needs and interests, and recognise the uniqueness of each child. As a result, all children make good progress.
- The good key-person system enhances the close relationships established with children and their parents. As a result, children develop a strong sense of safety and security, which helps to promote their confidence and emotional well-being.
- Positive relationships with parents, carers and the other setting children attend are well established. There are effective arrangements used for sharing information and tracking children's progress. This ensures consistency in children's care and learning to help them reach their full potential.
- Staff fully implement robust policies and procedures to safeguard children. This means that children's health, safety and welfare is well promoted.
- Leadership and management are strong. The management and staff are highly motivated to develop the nursery and out of school club, in order to improve the outcomes for children's learning and well-being.

It is not yet outstanding because:

- Staff do not make the best use of the outdoor environment to help extend children's play, learning and development.
- Opportunities in the environment to engage children in discussions about their family and special people are not used to maximum effect.

What the setting needs to do to improve further

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

- make best use of the outdoor environment to enable children to explore, investigate, and use their imagination and creativity
- enhance the already stimulating environment by creating photographic displays of family and special people to further promote discussions with children.

Inspection activities

- The inspector had a tour of the premises and observed children playing in the pre-school room, out of school room, dining kitchen and the older children playing outside.
- The inspector held discussions with the manager, the staff and the children throughout the session.
- The inspector held a meeting with the manager and conducted a joint observation.
- The inspector took account of the views of parents who were spoken to on the day of the inspection.
- The inspector looked at children's assessment records, the planning documentation, and the systems for the monitoring of children's progress.
- The inspector checked evidence of the suitability and qualifications of staff working with children, the policies and procedures for the nursery, and the documented self-evaluation systems that support the service.

Inspector

Carys Millican

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Children have lots of fun in the company of highly motivated and enthusiastic staff. They are independent learners and make choices and decisions in their play. As a result, they acquire the necessary skills in readiness for school. Staff know the children. They are fully aware of their interests and the next steps in their learning. As a result, children are provided with well-planned indoor activities that inspire them to learn. Children have ample space for physical play outside. However, the outdoor play areas are not always used to support all aspects of children's learning. Children's interest in dressing up encourages them to talk among themselves, which promotes good relationships and language skills. However, opportunities for staff to engage children further in discussions, for example, about their family and special people are not fully utilised. Parents are actively involved in supporting their children's learning. The planning and assessment arrangements are precise and focus on children's individual development and the next steps in their learning.

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

Children develop a close bond and secure relationship with their key person, therefore, their emotional well-being is promoted. Settling-in procedures meet the needs of the children. Staff find these initial visits useful in helping them to find out about children's likes and dislikes and to build relationships with parents. As a result of this, children settle quickly into the nursery. Staff use positive behaviour management techniques and consistently praise children's efforts and achievements. This boosts children's confidence and self-esteem and as a result, they are very well behaved. Children learn about healthy lifestyles. They go for walks in the grounds of the school and enjoy healthy snacks and meals. Staff teach children how to keep themselves safe. For example, they learn to stand in a line together whenever they leave their playroom, and they know what to do in an emergency. Children are very well prepared for their next move on to school because the manager has established successful links with the local schools.

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

The management and staff have a good understanding of the welfare and safeguarding requirements. Robust recruitment procedures are in place. This ensures all staff are suitable to care for children. Regular supervision sessions take place to ensure staff's ongoing suitability and to assess working practices. Staff's training needs are identified and ongoing professional development is promoted. The monitoring systems used are very effective and clearly identify any gaps in children's progress. The management and staff team work together with input from parents, to evaluate the service they provide. The focused improvement plans identify areas of development and the action taken to complete them. The management and staff are fully aware of the importance of working closely with other professionals and outside agencies, to support children who have special educational needs and/or disabilities.

Setting details

Unique reference number	EY356505
Local authority	Northumberland
Inspection number	863452
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	52
Number of children on roll	45
Name of provider	Diandjims Ltd
Date of previous inspection	5 May 2011
Telephone number	01434 600 000

Diandjims Nursery and School Klub was registered in 2000. The nursery is open each weekday from 8am to 6pm, for 51 weeks of the year. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. The out of school facility operates during school term time, from 8am to 9am and from 3pm to 6pm. During school holiday it operates from 8am to 6pm. In total, seven staff work at the nursery and all hold relevant qualifications.

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