

# Diddy Dinos

27 Crystal Palace Park Road, LONDON, SE26 6UF



## Inspection date

6 February 2015

Previous inspection date

14 January 2014

| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | <b>Good</b>          | <b>2</b> |
|--|-------------------------|----------------------|----------|
|  | Previous inspection:    | Requires Improvement | 3        |
| 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            |                         | Outstanding          | 1        |
| The effectiveness of the leadership and management of the early years provision        |                         | Good                 | 2        |
| The setting <b>meets legal requirements for early years settings</b>                   |                         |                      |          |

## Summary of key findings for parents

### This provision is good

- Staff use their thorough understanding of how children learn to plan interesting activities that help all children make good progress.
- Children with specific needs are making good progress because of the rigorous attention staff give to working with parents and connected professionals.
- Children's safety and well-being is paramount. Staff are sure about the procedures to protect children. They ensure that they check the play environment rigorously to minimise hazards.
- The manager is passionate about her role and the provision of high-quality care and learning. Effective self-evaluation takes into account the views of staff, parents and children so that the nursery is continually evolving.
- All parents fully participate in their children's learning. They commend the teaching skills and care the staff provide. Parents are unreserved in their praise for staff who give children a good start for school.

### It is not yet outstanding because:

- The quality of teaching is not consistently reviewed during staff supervision to ensure high standards are maintained.
- Children do not fully explore the life of plants and wildlife during the autumn and winter months to extend their understanding about changes in nature.

## What the setting needs to do to improve further

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

- enhance the methods to monitor and maintain good quality teaching
- extend children's knowledge of the natural world by providing them with further opportunities to learn about plants and wildlife.

### Inspection activities

- The inspector observed the children and staff engage in a variety of activities both inside and outdoors.
- The manager and the inspector conducted a joint observation of an activity.
- The inspector checked staff suitability, held meetings with the manager and spoke with staff at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation and a selection of policies and procedures.
- The inspector held discussions with many parents and took their views into account.

### Inspector

Gillian Cubitt

## Inspection findings

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

Children become extremely confident to explore and experiment using a wide range of resources. They use peas and lentils to pour, weigh and measure. Younger children strengthen and coordinate their hand-skills. Staff show them how to feel textures and pour using jugs. Staff question older children about mass and quantity as they weigh and divide, showing good early mathematical skills. Staff talk about magic dust and encourage children's creative thinking during story time, which stimulates children's imagination. Children are successfully recognising letter shapes and sounds through story time and they practise writing in role play. Staff's accurate assessments of children's learning help them to initiate early intervention for children where required. Parents are extremely positive about the information they receive on children's progress. They all participate and find the new methods of sharing very helpful to enable them to continue home learning.

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

Key persons are highly effective in making children feel safe and secure. Staff adapt each child's settling-in process to their specific needs, working exceptionally well with parents. All children, including children with special educational needs and/or disabilities receive excellent nurturing care and support. They thrive in a very stimulating learning environment where all children show confidence in making choices of playing inside or outdoors. Children rapidly learn excellent personal hygiene skills as well as how to keep healthy. They use the toilet facilities with ease, they clean their noses and dispose of tissues appropriately. Children know they must not go out in the cold without the right clothing, so they become competent in dressing themselves. These skills serve them well as they move on to school. Children's excellent behaviour stems from the exceptional role modelling from staff. Children learn to work as a team, sharing tasks and regularly give hugs to one another, which is the start of long lasting friendships.

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

All staff have a good understanding of safeguarding policies and procedures. They have attended training in child protection and the manager reviews their knowledge during weekly meetings. The strong staff team is due to the manager's effective recruitment and induction, which supports them in their roles. The manager cultivates a caring, 'family' feel within her team. This reflects on the care they provide for the children. Staff are enthusiastic and the manager fosters this through supervision and support with training. However, the manager is not consistently using this time to give staff feedback on the quality of their teaching to maintain and exceed the present high standards. The manager completes final assessments of children's achievements and occasionally visits schools to build partnerships further.

## Setting details

|                                    |                                |
|------------------------------------|--------------------------------|
| <b>Unique reference number</b>     | EY463779                       |
| <b>Local authority</b>             | Bromley                        |
| <b>Inspection number</b>           | 966792                         |
| <b>Type of provision</b>           | Sessional provision            |
| <b>Registration category</b>       | Childcare - Non-Domestic       |
| <b>Age range of children</b>       | 0 - 5                          |
| <b>Total number of places</b>      | 25                             |
| <b>Number of children on roll</b>  | 39                             |
| <b>Name of provider</b>            | Barbara Claudia Andrea Boisard |
| <b>Date of previous inspection</b> | 14 January 2014                |
| <b>Telephone number</b>            | 0208 659 6554                  |

Diddy Dino's registered in 2013 and is privately owned. The pre-school operates from a purpose-built building next to Crystal Palace Park. It is open each weekday during school term time from 9.30am to 2.30pm, on Monday to Thursday, and on Fridays from 9.30am to 12.30pm. Children may attend a lunch club throughout the week. There is an enclosed outdoor play area. The pre-school receives funding to provide free early education for children age three and four years. The pre-school supports children with special education needs and/or disabilities. There are seven members of staff including the registered provider. One member of staff holds qualified teacher status; three hold a childcare qualification at level 3 and two at level 2.

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