

<b>Inspection date</b>	23 March 2017
Previous inspection date	6 February 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Good	2
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is good

- Teaching and learning experiences for children are exceptional. A highly skilled staff team know children very well and children make excellent progress from their starting points. Staff plan highly engaging, purposeful activities that sustain children's interest.
- Children with special educational needs and/or disabilities are fully included in activities. Staff work seamlessly with a range of professionals to provide a highly successful joined-up approach to children's learning.
- Children are physically active outside in all weathers, which helps to extend their learning and supports their good health. Children build affectionate attachments with their key person and show a positive sense of belonging.
- Partnerships with parents are strong. The effective system for sharing information about children's learning helps parents to continue their children's learning at home.
- The provider is passionate about the nursery provision. Regular self-evaluation and additions by staff to the environment help to raise the outcomes for children.

### It is not yet outstanding because:

- Staff do not make full use of opportunities to help children gain a better understanding of possible risks, including how to keep themselves and others safe.
- There are some gaps in the programme for supporting staff's continued professional development even further to raise the provision to an outstanding level in all areas.

## What the setting needs to do to improve further

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

- support children further to gain a broader understanding of how to manage everyday risks in their play to enhance their awareness of personal safety
- continue to embed monitoring systems to support staff further in their ongoing professional development, in order to achieve the highest possible standards in all areas of their practice.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery provider.
- The inspector held a meeting with the provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Gillian Cubitt

## Inspection findings

### **Effectiveness of the leadership and management is good**

An enthusiastic and dedicated manager has high expectations of herself and her able staff team. Since the last inspection, the manager has made some changes in the methods of staff supervision. There have also been improvements outdoors to broaden children's experiences. Staff have updated their knowledge of child protection and the programme for all staff to hold a paediatric first-aid qualification is almost complete. Safeguarding is effective. All staff understand their role to protect children from harm. They show care to check areas are safe and they follow good procedures with the arrival and departure of children. Parents and visitors know this is to ensure children's safety.

### **Quality of teaching, learning and assessment is outstanding**

The quality of teaching is inspiring. Highly skilled staff engage children in an extensive range of fun, purposeful and challenging activities. Staff adapt activities exceptionally well to children's needs. For example, boys learn how to make a chalk road and car wash. They use coins to pay to enter, which supports their understanding of money and value. Two-year-old children thrive in their developing independence, such as bubble blowing and climbing without assistance. Children use their imaginations well in activities, such as making patties in the 'mud kitchen'. Staff expertly make use of planning to help children think deeper. For example, children discover how chickens lay eggs and learn what foods birds eat. They follow recipes, such as to make seed cakes using a variety of resources.

### **Personal development, behaviour and welfare are good**

Children settle very quickly in this engaging and safe environment. They eat nutritious snacks and enjoy activities, such as making fruit kebabs to introduce different tastes. They learn the importance of wearing appropriate clothing when outside. Children are polite and learn about others who are less fortunate. For example, they participate in projects to collect for charities that care for those who are unwell. Children play together fairly and negotiate sharing well. Staff guide children to understand good and unacceptable behaviour through a variety of ways. For example, staff read stories while children act out scenarios using hand puppets to describe actions and feelings.

### **Outcomes for children are outstanding**

Children are highly motivated and use their imagination to take part in activities that help them solve problems and become decisive in their actions. They build excellent social skills and extend their vocabulary, giving them confidence in their communication. They rapidly become confident in their physical abilities, particularly in their independence in their personal health care. Children recognise their written name and write for a purpose, such as their name labels on their coat pegs. Children make outstanding progress from their starting points, which prepares them successfully for their future learning.

## Setting details

<b>Unique reference number</b>	EY463779
<b>Local authority</b>	Bromley
<b>Inspection number</b>	1085975
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	35
<b>Number of children on roll</b>	37
<b>Name of registered person</b>	Barbara Claudia Andrea Boisard
<b>Registered person unique reference number</b>	RP909771
<b>Date of previous inspection</b>	6 February 2015
<b>Telephone number</b>	0208 659 6554

Diddy Dino's registered in 2013. It is situated within the grounds of Crystal Palace Park, in the London Borough of Bromley. It is open each weekday during school term time from 9.30am to 2.30pm, on Monday to Thursday, and on Friday from 9.30am to 12.30pm. The nursery receives funding for children aged two and three years. There are seven members of staff plus the registered provider. All staff hold a relevant childcare qualification at either level 2 or level 3.

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