

# Little Diamonds Limited

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



<b>Inspection date</b>	14 December 2017
Previous inspection date	23 July 2014

<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		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Leaders evaluate the provision well. They have addressed the recommendation from the previous inspection well. For example, they plan regular cooking activities for older children to learn how to prepare healthy food and about healthy eating.
- Staff develop close relationships with parents. They share regular information about children's learning and development. Parents speak positively about the environment, staff's support and the play opportunities available to help children learn.
- Staff receive good support to work effectively together to ensure smooth day-to-day running of the setting. They follow daily routines and policies and procedures well. For example, they complete thorough health and safety checks to ensure the environment is safe for children.
- Children behave well. They listen and show respect to staff. From a young age, they learn to share and take turns during their play. Staff model good manners and behaviour to children. For example, they use 'please' and 'thank you' appropriately.
- Staff observe and assess children's learning well. They plan stimulating activities and resources for children to enjoy and to help them make good progress with their development.

### It is not yet outstanding because:

- Staff miss some opportunities to support older children to count, recognise numerals and learn more about size.
- Staff do not make full use of all activities to follow up on what individual younger children need to do next and to support their speaking skills further.

## What the setting needs to do to improve further

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

- increase opportunities to strengthen older children's learning to count, recognise numerals and learn more about size
- make better use of opportunities to strengthen younger children's individual language development.

### Inspection activities

- The inspector observed the quality of teaching in the playrooms and the outdoor play area, and looked at some of the children's assessment records and planning documentation.
- The inspector held discussions with the manager and leader throughout the day.
- The inspector held discussions with staff about their roles and assessed their understanding of meeting the requirements of the early years foundation stage.
- The inspector took account of the children's and parents' views during the inspection.
- The inspector conducted a joint observation with the manager.

### Inspector

Martina Mullings

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Leaders have robust safeguarding policies and procedures to keep children safe. They ensure staff attend safeguarding training to have a secure understanding of child protection issues and the procedures to report any concerns about a child's welfare. Leaders complete thorough recruitment and vetting processes to ensure they employ suitable staff. Staff benefit from regular supervision and professional development opportunities to enhance their knowledge and skills. For example, they have used knowledge gained at training to support older children to strengthen their early writing skills. Staff monitor children's progress well and promptly recognise gaps in children's development. Staff work closely with other professionals and know how to seek early intervention to support children when necessary.

### Quality of teaching, learning and assessment is good

Staff develop children's early literacy skills effectively. They provide a wide range of opportunities to develop their interests and their understanding of stories. For example, older children listen attentively to a pirate story and enjoy dressing as pirates and searching for 'treasures'. Staff support older children to develop their early writing skills well. For example, they give them paper, pens and envelopes to write Christmas letters to Santa Claus. Staff provide good opportunities, such as play dough and sand, for children to develop their sensory, imaginative and creative skills effectively. Children develop their understanding of the world well. For example, they learn to identify animals and sea creatures, and they learn about the local community and different cultures.

### Personal development, behaviour and welfare are good

Children settle well. They develop close attachments with staff and move around freely to play with the resources available. Younger children develop their independence, confidence and self-esteem well. For example, they feed themselves and choose their own play. Staff's positive praise and encouragement help them recognise what they are doing well. Staff support children to learn about emotions well. For example, they encourage younger children to make and view their facial expressions in a mirror. Staff support children's physical development well. For example, they provide free flow to the garden and arrange visits to the local park for them to play and develop their small and large muscles. Older children learn about the local community and different families effectively.

### Outcomes for children are good

Children make good progress, in relation to their starting points. They acquire skills to support the next stages in their learning. For example, children develop their social skills well. They play together well and form close friendships with other children. Younger children display good balance and mobility, and they handle and grasp resources effectively. Older children enjoy pretend play and use their imagination well.

## Setting details

<b>Unique reference number</b>	EY402200
<b>Local authority</b>	Newham
<b>Inspection number</b>	1071224
<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, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	42
<b>Number of children on roll</b>	78
<b>Name of registered person</b>	Little Diamonds Limited
<b>Registered person unique reference number</b>	RP529379
<b>Date of previous inspection</b>	23 July 2014
<b>Telephone number</b>	0208 519 1919

Little Diamonds Limited registered in 2009. It operates from Field Community Centre, situated in Forest Gate, within the London Borough of Newham. The setting is open Monday to Friday from 7.30am to 6.30pm for 51 weeks of the year. The setting receives funding to provide free early education for children aged two, three and four years. The setting employs 18 members of staff. Of these, the provider holds early years professional status, two staff hold qualified teacher status, three staff hold early years qualifications at level 6, six staff hold early years qualifications at level 3 and four hold early years qualifications at level 2.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2017

