

Inspection date

2 February 2018

Previous inspection date

3 June 2015

The quality and standards of the early years provision	This inspection:	Good	2
	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

- Babies and young children settle quickly into the nursery. They form close attachments to staff and this helps them to feel safe and secure.
- Staff build good partnerships with parents and encourage their involvement in their children's learning. They carry out early assessments of children's development with parents, including a progress check for two-year-old children.
- Children make good progress in their learning and development. Staff understand how children learn and provide interesting and challenging activities and experiences that motivate them to learn and stimulate their curiosity.
- Managers and staff evaluate the effectiveness of their practice and the activities provided for children. They seek the views of parents, children and other professionals, and set themselves clear targets for improvements.

It is not yet outstanding because:

- Staff miss opportunities to support children's understanding of routines and promote their independence, particularly during snack times.
- Although managers and staff successfully monitor the progress of individual children, they do not closely examine information about the achievements of specific groups to ensure that all children attain the best possible outcomes in their learning.

What the setting needs to do to improve further

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

- review the organisation of snack times, particularly for toddlers, to help them to learn about routines and support their growing independence
- develop monitoring systems to sharply focus on information about the progress of different groups of children, to identify any weaknesses in teaching and learning.

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 carried out a joint observation with the manager.
- The inspector held a meeting with both managers and spoke to staff and children.
- The inspector took account of the views of parents by speaking with some of them during the inspection.
- The inspector looked at relevant documentation, such as the suitability and qualifications of staff, children's records, policies and procedures.

Inspector

Jennifer Forbes

Inspection findings

Effectiveness of the leadership and management is good

Leaders manage the nursery effectively. Staff say they feel supported and are happy in their roles. Leaders supervise staff and give them effective feedback on the quality of their practice. Safeguarding is effective. Staff receive regular training in safeguarding and this provides them with the knowledge they need to effectively protect the children in their care. Policies are regularly reviewed and staff are fully aware of local safeguarding procedures. They confidently describe the actions to take should they have any concerns about children's well-being. Leaders follow safe recruitment procedures and all staff receive regular training opportunities. Staff use the skills gained through training effectively to provide a good variety of activities and experiences to promote outcomes for children. Any delays in their individual learning are identified and addressed.

Quality of teaching, learning and assessment is good

Children enjoy their learning. Staff provide many different opportunities for children to develop a good range of skills. For example, they thoroughly enjoy ballet lessons and singing and dancing to music. Babies and older children enjoy finding out about the different sounds they can make with musical instruments. Children's developing communication and language skills are supported well by staff. Staff teach children rhymes as they act out plays in a puppet theatre. They ask children questions about their play and listen, giving them time to answer. They respond lovingly and effectively to babies' first attempts at talking. Children make good progress in their individual learning. Staff regularly observe them and assess their abilities. They accurately identify the next steps in their learning and plan challenging activities to promote their development.

Personal development, behaviour and welfare are good

Children are independent and confident. They learn to put on their coats and boots for outdoor play. Babies are shown how to climb the stairs, closely supervised by staff. Children know the benefits of eating a healthy diet and taking lots of exercise. They learn about different foods during cooking activities and how to use a suitable knife safely when chopping up peppers for their pizza. Babies and children have lots of opportunities to experiment with messy play and sensory activities. For example, they watch the movement of gel beads in water as they squeeze them. They try to count the beads and talk about the colours. Staff are playful and encouraging. Children are excited and giggle as staff help them to build up bricks and then watch them fall down.

Outcomes for children are good

Children learn good skills in readiness for the next stage in their learning and moving to pre-school. Children make friends and they learn about people, families and communities. They enjoy reading books and listening to stories. They enjoy the sensory experience of handling materials. For example, they scoop up cereals with their diggers and learn about filling and emptying, and volume and capacity. Children discover that they can make shapes with their diggers in cereals and this helps to develop early writing skills. They use different tools for drawing and experiment with patterns.

Setting details

Unique reference number	EY440955
Local authority	Waltham Forest
Inspection number	1095265
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 3
Total number of places	70
Number of children on roll	75
Name of registered person	Little Diamonds Nursery Ltd
Registered person unique reference number	RP533932
Date of previous inspection	3 June 2015
Telephone number	02085098080

Little Diamonds registered in 2012. The nursery operates Monday to Friday from 8am until 6pm, for 50 weeks of the year. There are 24 members of staff, 11 of whom hold early years qualifications at level 3 and 11 others at level 2. The nursery receives funding for the provision of free early education for two-year-old children.

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