

Diamond Pre-School

Oakway Infant School, Oakway, WELLINGBOROUGH, Northamptonshire, NN8 4SD



Inspection date

12 March 2018

Previous inspection date

6 November 2014

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

- Children really enjoy their time in this warm and welcoming setting. They particularly enjoy playing and exploring in the superb outdoor area which supports all areas of learning. Children enjoy their Zumba sessions that staff use to help support children's physical development and ability to follow instructions.
- Well-established partnerships with parents involve them successfully in their children's learning and development. Staff use home visits to get to know children quickly and help them settle well. Parents are extremely complimentary about the care their children receive in the pre-school.
- Staff effectively share planning information with each other to help ensure all children reach their identified next steps. Overall, children make good progress in their learning and development.
- Children are very happy and confident. They are learning how to safely manage small risks and challenges, such as using a knife to cut vegetables.

It is not yet outstanding because:

- Managers are building a new staff team and they have not fully embedded their monitoring of staff's assessment of children and the quality of their teaching practice to raise the standards to the highest levels.
- Although overall, staff support children's communication and language well, occasionally they miss opportunities to sharply focus their support on helping those children who have lower starting points in speaking to catch up as quickly as possible.

What the setting needs to do to improve further

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

- strengthen the arrangements for monitoring staff's assessments of their key children and the quality of their teaching to help provide consistently high levels of practice.
- extend communication opportunities for children who are beginning to catch up with their peers, including those children who are learning English as an additional language, to verbalise their choices, use words and familiar expressions.

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 sampled a range of documentation, including staff suitability checks, children's observation, assessment and planning records, and documentation linked to managing children's progress.
- The inspector spoke with members of staff and children at appropriate times during the inspection. She held meetings with the managers.
- The inspector carried out a joint observations of staff practice and discussed monitoring and professional development with the manager.
- The inspector took into account the views of parents and carers spoken to on the day of the inspection.

Inspector

Victoria Weir

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager ensures staff have a secure understanding of the signs and symptoms that may indicate child protection concerns. They understand the procedures to follow to report any such concerns. The leadership team carries out effective recruitment and induction procedures to help ensure staff are suitable for their role. Staff benefit from regular supervision meetings with the leadership team that gives them opportunities to discuss their role and any concerns they may have. Staff maintain a safe environment and supervise children well, such as when children use the see-saw outdoors. Managers receive support to access further training that helps them to build on their leadership skills. Staff share a wealth of information with parents through ongoing dialogue, newsletters, details posted on the noticeboard and through electronic systems. Managers check children's progress to address any gaps and self-evaluation is accurate.

Quality of teaching, learning and assessment is good

Staff engage enthusiastically with children. Children benefit from adult-led activities and opportunities to explore and lead their own play. Children enjoy planned group time each morning with their key person when they engage in activities such as singing songs and colouring in pictures. Staff use spontaneous moments in children's play well to support their learning. For example, as children play in the water tray they develop their mathematical skills, staff encourage children to count scoops of water. Staff provide many opportunities for children to create and imagine. For example, staff help children look for buried treasure in the sand as children to pretend to be pirates. Role-play areas are attractively set up around themes that interest children, such as restaurants.

Personal development, behaviour and welfare are good

Children behave and respond very well to the consistent expectations set by staff. Staff are helping children to develop their independence very well. Staff teach children good hygiene practices. For example, they explain why they need to wash their hands before mealtimes. Staff help children to emotionally prepare for their move on to school. For example, they have established supportive links with the host school to help children become familiar with the premises and the staff. Staff help children value each other's differences. For example, they help children who speak English as an additional language to use their home languages in the setting.

Outcomes for children are good

All children are developing their skills in readiness for school. Children develop early literacy and mathematical skills. Some children recognise their names, such as during group times. Children are learning to count and recognise shapes. Children demonstrate an understanding of height, such as when burying objects in the sand and building towers. Children confidently demonstrate good levels of physical skills, such as when pedalling bikes and using pens to draw letters with accuracy. Children are motivated in their play and they develop a positive attitude to learning.

Setting details

Unique reference number	EY392356
Local authority	Northamptonshire
Inspection number	1104950
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	3 - 4
Total number of places	24
Number of children on roll	33
Name of registered person	Diamond Learning Community Pre School Ltd
Registered person unique reference number	RP528919
Date of previous inspection	6 November 2014
Telephone number	01933678714

Diamond Pre-School registered in 2009. The pre-school operates on the school site. The pre-school employs six members of childcare staff, all of whom hold suitable early years qualifications at level 3 and above. The pre-school is open Monday to Friday, during term time only from 8.45am until 11.45am and from 12.30pm to 3.30pm. There is an optional lunchtime session for those children who are in receipt of the 30 hours funding that runs from 11.30am to 12.30pm. The pre-school provides funded early education for three- and four-year-old children.

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