

Inspection of diandjims@Prudhoe

Balloon House, Broomhouse Lane, Prudhoe NE42 5FT

Inspection date:

12 November 2021

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

Children's safety is compromised by weaknesses in leadership and management. The manager has not made certain that all staff have sufficient knowledge and understanding of how to keep children safe. The current system to monitor staff's practice is ineffective. The manager does not support staff to ensure they all have the skills and knowledge required to perform their roles effectively. As a result, the quality of education is not consistently good.

Children arrive happily at the nursery and are greeted by warm, kind and caring staff. However, children's experiences in the nursery are variable. For example, those in the baby and toddler rooms are not consistently engaged in play and learning. Younger children's rooms have resources that excite and interest them enough to gain their attention. However, staff do not have a secure enough understanding of how best to support and challenge children's learning and development. As a result, children do not always remain engaged and spend time wandering aimlessly.

Older children thoroughly enjoy their time in nursery. For example, story times are interactive and engaging. Children listen attentively and excitedly join in with repeated refrains. Children's communication is supported well, particularly in the pre-school room. Staff support children's good behaviour. For example, children learn to follow instructions and take turns. Staff are consistent in their management of children's behaviour and make their expectations clear. They offer children lots of praise and gentle reminders to encourage them to share and be kind to their friends.

What does the early years setting do well and what does it need to do better?

- The manager does not promote staff's professional development. She does not use staff supervision sessions effectively. She does not identify gaps in staff's safeguarding knowledge. Underperformance is not swiftly addressed to improve teaching skills and raise the standard of staff's practice. The manager does not know the correct procedures to follow in the event of an allegation being made against staff. These significant weaknesses compromise children's safety.
- The manager has an overview of the curriculum and knows what she wants children to achieve. However, this is not demonstrated in practice. The quality of education is variable and children's experiences are not consistent throughout the nursery. Staff who care for babies and toddlers do not engage with them to ensure they are suitably challenged in their learning. The manager does not make sure staff complete a progress check for all children between the ages of two and three years. This lack of challenge and assessment means that children do not make good progress in order to reach their full potential.

- Older children show enjoyment during adult-led activities. For example, they are excited and eager to create perfume using fresh flower petals and water. They concentrate well and skilfully use scissors to snip the petals from the flowers. Children point out that the petals are floating on the water. Staff respond to children's comments by introducing new vocabulary, such as 'light' and 'heavy'.
- Staff weave simple mathematics through children's play and daily routines. For example, they ask children to count how many people are sitting at the table and to work out how many cups they will need. Outside, children count their steps as they play 'What's the time, Mr Wolf?'
- Since reopening after a national lockdown during the COVID-19 pandemic, children are greeted at and collected from the front entrance. These changes have not had any adverse impact on the children's care and they settle quickly to play. Staff support children to develop a sense of independence. They encourage children to make choices in their play, put on their coats and attend to their own personal care needs, relevant to their age and ability.
- Staff are aware of children's dietary needs. Meals provided at the nursery are healthy and nutritious. Staff encourage children to wash their hands at appropriate times. Children have opportunities to be active. They have access to the outdoors throughout the day, where they climb, swing on rope ladders and balance on large tyres.
- Staff have positive relationships with parents. They share information with them in various ways. For example, staff have daily discussions with parents about their child's time at the nursery. Parents have access to online systems to follow their child's progress. However, staff do not make effective use of information shared by parents about what children know and can do when they start, in order to plan for what they need to learn first.

Safeguarding

The arrangements for safeguarding are not effective.

The manager does not ensure that all staff have a clear knowledge and understanding of all safeguarding matters, such as the 'Prevent' duty. She does not understand the correct procedure to follow if allegations are made against a staff member. This does not protect children's welfare. However, staff are familiar with the indicators of abuse and the correct procedures to follow should they have a concern about a child. Sound recruitment and vetting procedures help to ensure that staff are deemed suitable to work with children.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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ensure all staff develop their knowledge of the 'Prevent' duty guidance and know how to recognise and prevent children from being exposed to extreme views	26/11/2021
improve knowledge and understanding of the procedures to follow in the event of an allegation being made against a member of staff	26/11/2021
ensure that staff supervision arrangements are effective in monitoring their personal effectiveness, identifying ongoing training needs and tackling underperformance	26/11/2021
improve the quality of teaching and interaction with children so that staff are able to constantly guide all children's learning through purposeful play experiences	26/11/2021
ensure that children's progress is assessed between the ages of two and three years and a summary of their development is provided to parents.	26/11/2021

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

- collate and use the knowledge shared by parents about what children know and can do when they start more effectively, in order to plan for what they need to learn first.

Setting details

Unique reference number	EY283465
Local authority	Northumberland
Inspection number	10213315
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 3
Total number of places	50
Number of children on roll	26
Name of registered person	Diandjims Limited
Registered person unique reference number	RP524165
Telephone number	01661 831831
Date of previous inspection	14 December 2016

Information about this early years setting

Diandjims@Prudhoe registered in 2004. The setting employs five members of childcare staff. Of these, one holds an appropriate early years qualification at level 4, three hold appropriate early years qualifications at level 3, and one holds an early years qualification at level 2. The setting opens Monday to Friday, all year round, from 7.30am to 6pm. The setting provides funded education places for three- and four-year-old children.

Information about this inspection

Inspector

Janet Fairhurst

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The inspector carried out a learning walk with the manager and discussed how the curriculum is delivered.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning. She spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector took account of parents' views through their written comments.

We carried out this inspection 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.

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