

Inspection of Little Diamonds Limited

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

Inspection date: 24 June 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children and staff warmly greet each other. Staff provide a caring environment, where most children show that they feel safe and secure. Staff have put a lot of effort into building positive relationships with all children. Nevertheless, at times, when young babies are upset, staff pass them from adult to adult to try to soothe them. In addition, staff deployment in the baby room is not always effective. The management team has not put training and coaching in place for some staff members. As a result, some younger children do not receive the level of interaction which they need to support them in their play. This has an impact on young children's individual learning and care needs.

Staff deal with children's unwanted behaviour in positive ways. They receive guidance and training to be more aware of the reasons why children's behaviour may, on occasions, become inappropriate. This is having a positive impact on children's behaviour.

The management team does not have high enough expectations of all children and what they can achieve. They do not identify weaknesses in the quality of the curriculum and teaching. In addition, staff do not consistently plan activities well enough to engage children in purposeful learning. For example, older children enjoy learning about letters and the sounds which they make. However, staff do not have access to sufficient professional development to support their teaching practice. This has a negative impact on some children's quality of education.

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

- Children with special educational needs and/or disabilities (SEND) receive good support. The SEND coordinator and manager are knowledgeable about children with specific needs. Staff support children's transition on to school. This positively impacts on children as they prepare for their next steps in education.
- Staff do not consistently implement policies and procedures. For example, they do not ensure that children are signed in at the start of each session. Furthermore, they are not always aware of the number of children in their rooms at any one time. This means there are times where staff may not know which children are present.
- Children develop a love of reading in the indoor and outdoor environment. For example, staff support young children as they sit and explore books in a small group with their peers. Children take turns as they wait to touch the tactile books. They say words, such as 'sleep' and 'snore'. The nursery has a sensory room, where staff read to children, who enjoy listening to stories being read to them. This has a positive impact on children's language and communication skills. Nevertheless, some books in the pre-school are not in a good condition.

- The management team recognises the need to provide parents with information about how to support their children's learning at home. As a result, they are implementing a home-reading book scheme, to extend children's opportunities to develop their literacy skills.
- Parents like the support they receive from the management team and their children's key persons. However, staff do not consistently ensure that parents know when their child's key person changes. This does not support children's emotional development.
- Staff support older children's independence and personal care skills. Children pour their own drinks, serve their own food and manage their own personal needs. However, younger children do not have access to suitable handwashing facilities. A newly installed handwashing trough is not accessible for the youngest children. In addition, some children are held over a hand basin to clean their hands and faces. This does not support all children's independence skills.
- At lunchtime, staff sit alongside all children and engage in lively conversations. For example, pre-school children explain and describe the trees and fruit which grow in their gardens, balconies and green spaces around them. This has a positive impact on children's social development.
- Staff use routines and children's interests to support their physical development. For example, some children dance to their favourite music, young children enjoy fruit at snack time and eat with their fingers. All other children begin to use cutlery skilfully. The oldest children use mark-making tools to create meaningful marks. This has a positive impact on children's physical development.

Safeguarding

The arrangements for safeguarding are effective.

Staff and managers demonstrate a good awareness of safeguarding practice. They understand the importance of recognising any cause for concern. Staff know how to report any concerns, including allegations against those working with children. Staff are trained to understand the provider's safeguarding policies and procedures. The recruitment and induction of staff is thorough and individual suitability assessments are completed.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure that staff deployment is effective in meeting children's individual learning and care needs	18/07/2022

ensure that room leaders and staff know how many children are signed in and being cared for on the premises at all times	18/07/2022
improve arrangements for staff professional development to ensure all staff provide a consistently high level of care and education.	18/07/2022

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

- strengthen the communication with parents to ensure that they are kept up to date with changes to their child's key person and next steps in learning
- extend opportunities for younger children to do things themselves, to help them be more independent when managing their own personal needs.

Setting details

Unique reference number	EY402200
Local authority	Newham
Inspection number	10245589
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 4
Total number of places	90
Number of children on roll	115
Name of registered person	Little Diamonds Limited
Registered person unique reference number	RP529379
Telephone number	0208 519 1919
Date of previous inspection	14 December 2017

Information about this early years setting

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 for 51 weeks of the year from 7.30am to 6.30pm, Monday to Friday. It provides funded 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.

Information about this inspection

Inspector

Anne-Marie Giffits-Walker

Inspection activities

- This was the first routine inspection the provider 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 provider.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector spoke with members of staff at convenient times during the inspection.
- The manager and inspector carried out joint observations to assess the quality of education provided.
- The inspector tracked children's experiences and discussed the findings with the manager.
- The inspector spoke to children during the inspection.
- The inspector and manager completed a learning walk together.

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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