

Inspection of Diamonds Day Nursery

The Old Convent, Alvaston Street, Alvaston, Derby DE24 0PA

Inspection date: 26 January 2023

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

Staff do not ensure that children's health and hygiene are promoted at all times. There are occasions when they do not do enough to prevent the spread of infection and promote children's good health. This has a potential impact on children's safety.

Overall, children enjoy their time at nursery. For example, older babies regularly give high fives to staff as they draw pictures of cars together. Staff encourage them to suggest familiar songs they would like to hear. While staff sing, babies energetically join in with the actions. They are supervised as they climb, slide and roll over the soft-play equipment. Staff present babies with additional challenges and ask them to jump. Babies delight in trying to do this. This helps develop their growing muscle strength and coordination skills. However, for older children, the curriculum is not ambitious enough and does not link to their next steps in learning. This is because staff do not consider what it is they want older children to learn. For example, staff provide some activities which are poorly planned and insufficiently extended. Pre-school children quickly lose interest and wander around the room. Children are not helped to learn or engage in activities to support their independence skills. For instance, toddlers are given cutlery at mealtimes but are not supported to use it. They are not encouraged to put on and take off their coats and boots because staff do this for them.

Children's behaviour is not always appropriate or managed consistently. Pre-school children sometimes display unwanted behaviour. They snatch toys and purposely push others in frustration. Staff attempt to engage toddlers in story time. However, most toddlers ignore the request. Instead, they get involved in minor squabbles over toys. This disrupts those who are trying to engage with the story. In addition, some children's play creates hazards, which are ignored by staff. While managers can identify the weaknesses in staff practice, they do not take steps to address these.

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

- Poor hygiene routines mean that toddlers are at risk of cross-infection. For example, potties are not cleaned regularly. Toddlers have no option but to use potties that have urine and faeces sitting in them. These toileting arrangements are not adequate and do not support children's dignity. Furthermore, these children are not encouraged to wash their hands after using them.
- Leaders and managers have recently developed a new curriculum. They know what they want children to learn, including skills for independence and school readiness. However, not all staff are clear on how to implement the curriculum or how to support children's next steps in learning during activities. This means

the quality of teaching is variable, and children's experiences are not consistent throughout the nursery.

- Overall, children are encouraged to use manners and take turns with resources. However, staff do not always deal with incidents of unwanted behaviour. For example, some toddlers become boisterous at lunchtime and intentionally throw food and plates on the floor. Staff allow this to go on for too long. As a result, some toddlers get distressed at the high noise levels and the actions of others towards them. Staff do not always identify and take action to minimise potential risks that arise during children's play. For example, they allow pre-school children to climb across chairs and throw cushions at each other. Children are not helped to learn how to care for resources or how to interact positively with others.
- Staff provide opportunities for children to develop their small-muscle skills. This helps children practise the skills they need for early writing. For example, babies concentrate as they sift, tip and pour the sand. Younger babies sit with staff as they work out how to twist, push and flick cause-and-effect toys. Toddlers eagerly join in with messy play. Staff make marks in the paint with dried pasta. Toddlers copy this and make swirls and circles in the paint. Pre-school children roll out play dough and use cutters to make shapes. When staff notice that children want to make cupcakes, they provide additional resources to support children's play.
- Staff provide pre-school children with group learning experiences which promote language and communication skills. For example, children gather to listen to a story about a yak that tries different foods. Children confidently share ideas about the foods they see in the pictures and what they like to eat at home. Staff extend this and show them how eggs look differently inside the shell and out of it. This helps support children's developing conversational skills.
- Parents speak positively about the nursery. They state that communication is good and they receive advice on how to support children's learning at home. This includes advice on how to share a story with children so they can develop a love of books.
- The manager ensures staff attend supervision sessions and regular team meetings. However, although managers have identified staff's weaknesses, they do not focus on staff's professional development or provide the coaching and support they need to develop their teaching skills.

Safeguarding

The arrangements for safeguarding are not effective.

There are potential risks to children's health and safety. The managers do not ensure staff follow and promote good hygiene practices to comply with health and safety legislation. Despite this, staff are aware of the signs and symptoms of abuse and how to report any concerns they may have about a child's safety. This includes those individuals who may be at risk from radical views. Furthermore, staff know the process to follow should they have concerns about a colleague. The manager ensures safer recruitment checks are conducted to ensure the ongoing suitability of

staff working with children.

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
implement good hygiene practices and ensure staff promote children's good health and hygiene during personal care routines to prevent the spread of infection, with particular regard to toileting in the toddler room	28/02/2023
ensure staff understand the curriculum and plan meaningful and challenging learning experiences for all children, particularly for personal, social and emotional development and school readiness, so that every child makes good progress in these areas	28/02/2023
provide staff with appropriate support, coaching and training to improve their knowledge of the curriculum and how to support children's learning	28/02/2023
enhance staff practice to consistently implement strategies designed to support and manage children's behaviour, to ensure all children stay safe and understand acceptable behaviour.	28/02/2023

Setting details

Unique reference number	EY421215
Local authority	Derby
Inspection number	10261125
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 12
Total number of places	54
Number of children on roll	78
Name of registered person	Hanrahan, Christina
Registered person unique reference number	RP515856
Telephone number	01332755455
Date of previous inspection	16 May 2018

Information about this early years setting

Diamonds Day Nursery registered in 2011 and is based in Alvaston, Derby. The nursery employs 15 members of childcare staff, 11 of whom hold appropriate early years qualifications at level 2 and above. The nursery opens Monday to Friday, all year round, except bank holidays and one week between Christmas and New Year. Sessions are from 7.30am till 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Susan Hyatt

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 viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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