

Inspection of Little Diamonds Limited

56 Hermon Hill, LONDON E11 1PB

Inspection date: 17 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

Children's welfare and safety are compromised. The provider does not carry out enhanced Disclosure and Barring Service (DBS) checks for all adults before allowing them to have unsupervised access to children. Some staff have gaps in their safeguarding knowledge. Not all staff demonstrate that they have a secure knowledge of their child protection responsibilities.

The provider plans a well-balanced curriculum. Staff provide some opportunities for children to learn about the natural world. For example, children learn where food comes from while growing and planting outdoors. They learn to care for living creatures, such as the nursery pet land snail. Staff generally have high expectations of what they want children to learn. However, they are inconsistent in how they promote children's physical health and how they support their behaviour. For instance, children do not learn how to behave in a way that supports good hygiene practices during food preparation activities.

Despite the weaknesses in the quality of education, overall, children behave well at the nursery. They enjoy being together and are curious learners. Staff praise and encourage children, and role model positive interactions. Children show good manners and speak respectfully to adults. Senior staff model positive behaviour management for other staff to follow. This helps children who struggle to follow instructions. Therefore, children learn to recognise when some of their behaviour is less desirable.

The provider deploys senior staff well. She ensures they are available to greet and reassure children as they arrive. This helps children learn to separate from their parents and settle.

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

- The provider does not meet all safeguarding requirements. She fails to ensure all adults who are caring for children are suitable to do so. This puts children at risk.
- The provider organises training for staff. She monitors and checks staff's practice. Staff benefit from routine supervision sessions. However, the provider's systems to check staff develop a secure understanding of their safeguarding responsibilities are ineffective. Consequently, not all staff demonstrate that they have a secure understanding of their child protection obligations.
- Staff hygiene practice and standards are inconsistent. Staff sanitise surfaces and children wash their hands before eating. However, older children do not show they know how to keep themselves healthy and prevent germs from spreading. During a supervised smoothie-making activity, children repeatedly dipped and

licked their individual spoons into their separate mixtures. The mixture was later combined and shared for all children to drink. This increases the risk of cross-infection.

- Parents feel that their children are well cared for at the nursery. However, overall, the quality of parent partnerships requires improvement. This is because there are inconsistencies in the quality of information staff share with parents. Some children's key persons share information that is solely focused on children's daily activities and routines. Therefore, not all parents are aware of their children's progress in learning, their next steps, and how they can support them at home.
- Key persons use what they observe and know about children to plan age-appropriate activities. Babies dance and wriggle in time to their favourite nursery rhymes. Older children immerse themselves in pretending to be superheroes and other imaginary role play.
- Children do not attempt the self-care skills they are capable of. Although children have opportunities to serve their own portions at mealtimes, staff habitually intervene to help them with their dressing needs. As a result, children passively wait for staff to assist them with their hats, coats and role play costumes.
- Staff promote children's early mathematics skills suitably. They model counting and representing quantities as children play. Children learn to use the language of measure during cooking activities and add simple quantities together.
- Staff model conversation skills clearly during their interactions with children. They comment and describe children's actions and name different objects and toys for them. Babies learn to repeat words that staff emphasise as they point to pictures in books. Older children share their ideas together during their imaginary play.
- Children enjoy their outdoor play. They confidently kick and control balls. Older children play friendly, cooperative games, such as 'hide and seek', together.
- Children who speak English as an additional language are supported well by staff. They settle well into nursery life and have opportunities to use their home language in their learning and play. Children are happy and confident to approach adult visitors for conversation. They are proud to show their achievements.
- The special educational needs coordinator ensures that staff know about individual children's medical needs. The provider works tirelessly to ensure children receive swift referral to external agencies and professionals. She uses additional funding well. Her effective interventions ensure children receive plenty of individual support to make progress in their learning.

Safeguarding

The arrangements for safeguarding are not effective.

The provider's failure to ensure all adults with unsupervised contact with children are suitably vetted puts children's safety and welfare at risk. Staff know what they must do if an allegation is made against them. They understand their whistle-

blowing responsibilities. However, not all staff know their responsibilities under the 'Prevent' duty. Therefore, staff are unable to recognise the possible signs that may indicate a child is at risk of radicalisation. The manager ensures children's attendance records are maintained and reasons for absences are established. The provider risk assesses the nursery environment appropriately. She has installed an extra gate which is kept closed during children's collection times. This helps to prevent children from leaving the premises unsupervised.

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 all adults are suitably vetted and DBS checked before they are allowed to have unsupervised contact with children	01/02/2023
improve staff's safeguarding knowledge, in particular their understanding of their responsibilities under the 'Prevent' duty	01/02/2023
improve the quality of parent partnerships so all parents receive regular updates and information regarding their children's progress, learning, development and next steps	01/02/2023
improve older children's understanding of how germs spread so they know how to promote their good health during cooking activities.	01/02/2023

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

- allow children time to attempt self-care tasks, such as dressing or undressing themselves, so they demonstrate the independence skills they are capable of.

Setting details

Unique reference number	EY491451
Local authority	Redbridge
Inspection number	10269788
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	42
Number of children on roll	55
Name of registered person	Little Diamonds Limited
Registered person unique reference number	RP529379
Telephone number	02085306292
Date of previous inspection	16 October 2018

Information about this early years setting

Little Diamonds Limited registered in 2015. It is situated in Wanstead, in the London Borough of Redbridge. The nursery is open Monday to Friday from 7am to 7pm, for 51 weeks per year. The nursery employs seven staff, all of whom hold appropriate childcare qualifications. The manager and the deputy hold degree level qualifications. The nursery receives funding for the provision of free early education to children aged two, three and four years.

Information about this inspection

Inspector

Olivia Awolola

Inspection activities

- This was the first routine inspection the nursery 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.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The provider, the deputy manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of an activity with the deputy manager.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector spoke with the provider about the leadership and management of the setting.
- Parents shared their views of the setting with the inspector.

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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