

Inspection of Little Diamonds Limited

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

Inspection date: 3 April 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children arrive eagerly and are ready to play and learn. They happily leave their parents and carers and go with staff to their playrooms. Older children do things independently as they find their picture name cards and self-register. Babies recognise the familiar faces of the staff, making eye contact and smiling. Toddlers understand frequently used words and say single words. They understand simple instructions and help to tidy away toys. Staff share picture books with and read stories to children to encourage them develop their vocabulary. Older children join in conversations about the story and retell what they know. Children take part in role play as they they listen to the story 'The Tiger Who Came to Tea'. They dress up in a tiger costume and pretend to drink tea and eat cake. All of this helps to support their language and communication.

Children's social development progresses well as they sit in small groups and take part in pretend play activities. They use their hands confidently to pick up and handle small resources. All children are well behaved and can confidently express their emotions, as they feel emotionally safe. Staff have high expectations of every child, which is evident in their interactions with children, who are praised and supported effectively to learn and develop.

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

- Children with special educational needs and/or disabilities have appropriate support in place to help them progress. Leaders and staff work well with external agencies to obtain the help they need. Leaders use additional funding effectively to purchase resources to help develop all children's learning. The sensory room helps children to relax and and regulate their behaviour. Children enjoy the tactile and visual resources available to them.
- Partnerships with parents are good. Parents speak highly of staff and are happy with the feedback they receive about their child's learning. Staff offer parents ideas about how they can support their child's learning at home. Parents regularly use the online app to share and obtain information about their child and the nursery procedures.
- Staff take part in regular supervisory meetings to discuss their practice, and arrange further training to help support their professional development. Leaders arrange training days and access training from the local authority to help build staff's childcare knowledge. They have recently introduced activity boxes, which help staff to understand the intent of activities and how to implement them. The current team is fairly new and leaders are working to develop it further. They use regular agency staff to ensure consistency for children. However, not all agency staff understand their roles and responsibilities.
- Staff carry out thorough risk assessments to remove any potential hazards in the

environment. Leaders ensure that staff are suitably vetted to work with children and their ongoing suitability is regularly reviewed.

- Leaders and staff provide an ambitious curriculum which helps support children to make progress from their starting points. The environment, both inside and outside, is well planned and stimulating. However, staff do not consistently implement the curriculum intent when interacting with children to show they know what they want children to do next.
- Leaders self-reflect well, which has helped staff to improve their practice and ensure better outcomes for children. For example, the play and learning environment has been extended and rearranged to better meet children's needs. Staff have completed training and leaders are trained to offer forest school learning. Every week, staff take children to the local forest school. Children are inspired and have hands-on experiences in the natural environment. They build confidence as they problem-solve and learn to manage risks. Children explore the natural environment and learn in it.
- Young babies enjoy play in the ball pond. This gives them a sensory delight that allows them to roll, wiggle, twist and swim through the colourful balls.
- Older children make their own play dough, which supports them to develop their hand, eye, arm and body coordination and their finger and hand muscles. They manipulate the dough in a variety of ways, such as squeezing, patting, pounding, rolling, poking and pinching.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand their responsibilities to safeguard children and follow reporting procedures, including whistle-blowing. They know how to recognise the possible signs and symptoms of abuse and to report and refer swiftly. Staff are knowledgeable about wider safeguarding concerns, such as signs of radicalisation and online dangers to children. They have completed regular safeguarding training to help keep them updated with new information and requirements. Leaders know to act quickly on any information they receive, for example, any allegation made about staff or if a child is at risk of harm. Staff deployment is good, which helps keep children safe.

What does the setting need to do to improve?

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

- strengthen staff's understanding of how to implement the curriculum and be clear about what they want children to know and be able to do
- improve systems for ensuring that agency staff understand their roles and responsibilities.

Setting details

Unique reference number	EY402200
Local authority	Newham
Inspection number	10271701
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	24 June 2022

Information about this early years setting

Little Diamonds Limited registered in 2009. It operates from Field Community Centre, situated in Forest Gate, in 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 21 members of staff. Of these, the provider holds early years professional status, two members of staff hold qualified teacher status and eight hold early years qualifications at level 3 .

Information about this inspection

Inspector

Caroline Preston

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider, and has taken that into account in their evaluation of the provider.
- The inspector held discussions with senior leaders at appropriate times during the inspection.
- The inspector, provider and manager carried out a learning walk and discussed the intent for the curriculum and how it is organised.
- The inspector carried out a joint observation with the manager.
- The inspector observed staff's interactions with children and the quality of teaching and learning.
- The inspector spoke to parents, staff and children and took account of their views.
- The inspector looked at relevant documentation, including staff's suitability records.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023