

Inspection of Diamonds Day Nursery

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

Inspection date: 21 June 2023

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

What is it like to attend this early years setting?

The provision is inadequate

Leaders have addressed some of the actions raised at the previous inspection. However, weaknesses in the quality of education remain. Leaders and staff do not promote children's learning well enough. They have not put in place a sequenced curriculum that supports children's development and considers gaps in children's knowledge and skills. This means that too frequently, children receive a curriculum that lacks relevance and is not appropriately matched to their individual needs. For example, leaders provide pre-school children with weekly Spanish sessions, even though some children need greater support to learn and practise communicating in English. Additionally, leaders do not have robust systems in place to monitor and evaluate the quality of teaching or check that the statutory requirements of the early years foundation stage are met. As a result, children's individual needs are not met and children are not sufficiently supported to move on to the next stage in their learning. This is particularly significant for children with special educational needs and/or disabilities (SEND).

Leaders do not make sure that staff understand their roles and responsibilities to provide an environment where all children thrive, make progress and enjoy their learning experiences. Staff do not encourage or support all children to participate in planned activities. They do not support the less confident children or those with additional needs to build positive relationships with others. This does not support all children to interact well with their friends and it has an impact on their self-esteem.

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

- The provider has not ensured that sufficient progress has been made to address some of the actions raised at the last inspection. The systems that were put into place have not been successful in driving improvement. The provider fails to identify when statutory requirements have not been met. This has a significant impact on the quality of teaching and learning for most children at the nursery.
- Since the last inspection, the provider has improved hygiene routines within the nursery with regard to handwashing and cleaning used potties. This means that children's health and personal well-being are supported more effectively.
- The provider has not established a carefully structured curriculum that is relevant to the needs of the children and supports all children to make progress in their learning. The planning of activities is not sufficiently focused on the skills each child needs to develop. This means that the curriculum does not build on previous learning, next steps are not clearly identified to ensure children are challenged appropriately, and children with SEND are not given appropriate support by staff.
- The provider has failed to provide an effective key-person system at the nursery.

This means that children's personal and social well-being is not being supported to enable them to thrive, forge positive relationships and make good progress in their learning. Parents are not provided with clear information to help them know what their child is working on or how they can support learning at home.

- The provider does not ensure that all staff have a secure understanding of child development and that staff support children's learning and development through effective interactions. This has an impact on the progress that children make in all areas and significantly restricts some children from developing their language and communication skills.
- Staff do not support children to develop positive attitudes to learning. This means that some children, particularly children with SEND, go for long periods of the day with very little interaction from adults and peers. Children often lose interest in planned and self-chosen activities. This is because staff do not engage effectively with children to show them how to use the resources or help them to sustain engagement by talking to them about their play and asking questions. This means that children gain little from the activities on offer or do not actively join in.
- The provider does not ensure that all children benefit from equal access to the curriculum provided at the nursery. For example, the provider wants children to learn Spanish and specific skills from 'Forest Fridays'. However, these are taught on the same days each week. This means that some children are unable to take part in the full range of learning opportunities available to others. Furthermore, parents comment that although they have raised concerns about this issue with the management team, the weekly activities have not been reviewed. Parents state that communication between the nursery and families is not effective.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and managers have appropriate measures in place to ensure children's safety. When children have accidents at the nursery, staff administer first-aid treatment. Records are maintained and shared with parents to inform them of the incident. This ensures children's well-being and health are maintained. Staff undertake relevant safeguarding and child protection training. Managers continually reinforce staff's knowledge and understanding in this area. This helps to ensure that staff are able to follow and implement required procedures if they have any concerns that a child is at risk of abuse. Staff undertake daily checks to ensure play areas and equipment are well maintained and support the health and safety of children.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
provide all children with a named key person to form positive relationships with parents and children and ensure learning meets children's developmental stages and interests	12/07/2023
develop a clear plan to improve practitioners' knowledge, skills and understanding of their roles in supporting all children to develop and thrive, particularly those with gaps in their learning.	12/07/2023

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

	Due date
ensure leaders and managers have a clear understanding of the curriculum and the quality of provision and are able to identify where improvements are needed so that the requirements of the early years foundation stage are met at all times	12/07/2023
provide an ambitious and relevant curriculum that engages and supports all children effectively and enables them to make good progress in all areas of their learning and development.	12/07/2023

Setting details

Unique reference number	EY421215
Local authority	Derby
Inspection number	10279106
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	1 to 11
Total number of places	54
Number of children on roll	76
Name of registered person	Hanrahan, Christina
Registered person unique reference number	RP515856
Telephone number	01332755455
Date of previous inspection	26 January 2023

Information about this early years setting

Diamonds Day Nursery registered in 2011 and is based in Alvaston, Derby. The nursery employs 18 members of childcare staff, 17 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 until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kate Scheel

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 nursery.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact on children's learning.
- Children told the inspector about their time at the nursery.
- Staff spoke with the inspector at appropriate times during the inspection.
- The inspector carried out a joint observation of a group activity with the manager.
- Parents shared their views on the nursery with the inspector.
- The inspector held discussions with the nursery owner and manager. She reviewed relevant documentation and evidence of the suitability of staff working in the nursery.
- The manager and the inspector had a learning walk together and discussed the learning intentions for children and how the environment is arranged.

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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