

# Inspection of Little Diamonds Limited

56 Hermon Hill, LONDON E11 1PB

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Inspection date: 17 July 2023

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Inadequate

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are settled and happy as they start the day. Younger children clearly enjoy spending time with their older friends. They have built close bonds with the staff and each other. Children sit together for breakfast before moving off to their individual group rooms. They negotiate the stairs confidently, closely supervised by staff. Children receive praise and encouragement throughout the day. This positive reinforcement means children are developing strong skills, including showing consideration to each other.

Pre-school children show their delight when playing in the sensory tray. This is filled with interesting items to make it a dinosaur terrain. This was inspired following discussions that staff had with children earlier and acknowledging their enthusiasm for dinosaurs.

Children exercise as they play outdoors, selecting activities of their own choosing. Older children use their imagination and develop important social skills as they role play with each other and staff. Staff use every opportunity to have fun and extend children's learning and engagement. Children are confident in developing their growing physical skills as they steady themselves climbing over and through the tunnels. They also take part in walks in the community. Babies and toddlers really enjoy seeing the swans and ducks flock together in the lake as other visitors feed them. Staff talk to them throughout, teaching them about the wildlife and surrounding area.

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

- The provider ensures that children are cared for in a secure environment. There have been clear improvements made since the last inspection. Leaders have initiated a range of ways to communicate and develop partnerships with parents. They say that they value parents' feedback and act when parents raise suggestions. They are aware that work to strengthen communication strategies are in the early stages and that further work is required.
- Leaders have welcomed support from their local authority advisers. They share constructive feedback with staff to enhance the quality of teaching and ensure routines and procedures for safety are closely followed. There has been a focus on developing the learning environment so that all children can explore the interesting resources available. Managers support staff so that together they know what the children need to learn next. Leaders are working on recruitment and are aware that the key-person approach will benefit as the staff team becomes more established.
- Staff have completed a range of training since the last inspection, including in safeguarding. This has broadened their knowledge and confidence in following

procedures. Staff say that managers support them and that they work well as a team, sharing what they have learned with each other.

- Staff plan activities based on children's interests. They confidently explain what they intend for children to learn. This supports children to make progress from their starting points in learning. All children, including children with special educational needs and/or disabilities (SEND), progress well. Staff provide learning experiences that challenge children and develop specific skills to support them to achieve their next steps in learning.
- Children have many opportunities to develop their communication skills. Younger children enjoy looking at pictures of animals in books, and they copy words as staff talk to them clearly. Staff skilfully ask older children questions and allow them time to think and express themselves while they are playing.
- Staff support children's mathematical development well. Older children make comparisons as they work out which dinosaurs are bigger and smaller than the others. They learn to count to larger numbers in sequence as they count how many animals are in the line-up.
- Children benefit from healthy snacks and meals. They understand when they need to wash their hands and that this promotes their health and well-being.
- Overall, parents, including the parents of children with SEND, say that staff provide regular feedback about their children's development and how they can extend their children's learning at home. They say that staff consult regularly with other professionals to share information and obtain guidance about the best ways to support children's progress. This ensures children establish the skills they need to access all areas of the curriculum. Parents say they would like more information when there are changes in the staff team. However, they speak highly of how supportive staff and managers have been during this time.

## Safeguarding

The arrangements for safeguarding are effective.

Staff receive support and training to make sure they are secure in their understanding of how to keep children safe. They have a clear understanding of the signs that could indicate that a child is at risk, including being exposed to extreme views and behaviour. They know the reporting procedures they must follow and where to report allegations against themselves or other adults. The provider has clear systems in place to complete suitability checks for all adults in the setting. Newly recruited staff receive thorough induction procedures, and all staff receive regular supervision sessions.

## What does the setting need to do to improve?

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

- make greater use of partnerships with parents to provide more regular sharing

of information, including any changes, and to support continuity in children's care, learning and development

- strengthen the role of the key person so that it is consistently effective in promoting children's progress and development to the highest level.

## Setting details

<b>Unique reference number</b>	EY491451
<b>Local authority</b>	Redbridge
<b>Inspection number</b>	10283691
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	42
<b>Number of children on roll</b>	57
<b>Name of registered person</b>	Little Diamonds Limited
<b>Registered person unique reference number</b>	RP529379
<b>Telephone number</b>	02085306292
<b>Date of previous inspection</b>	17 January 2023

## 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 13 members of staff, all of whom hold appropriate childcare qualifications. The manager and the deputy manager hold degree-level qualifications. The nursery receives funding for the provision of free early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Catherine Greene

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The provider and the deputy manager accompanied the inspector on a learning walk and told the inspector about what they want children to learn at nursery.
- The inspector held discussions with managers and staff throughout the day.
- The inspector observed children at play throughout the nursery and accompanied staff on an outing.
- The deputy manager carried out a joint observation with the inspector of an activity and during lunch.
- The inspector spoke with parents and gathered their views about their experiences of the setting.
- The inspector looked at documentation relating to the suitability of those working with children, such as their qualifications, first-aid certificates and Disclosure and Barring Service checks.
- The manager and provider discussed the leadership and management of the setting and considered the impact of these on the quality of the provision. This included safety procedures and safeguarding discussions, which were held with members of the staff team.

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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