

# Inspection of Diamond Pre-School

Oakway Infant School, Oakway, WELLINGBOROUGH, Northamptonshire NN8 4SD

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Inspection date: 16 January 2024

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children enjoy their time at this pre-school. They wait patiently to be greeted by the friendly staff when they arrive. Children are happy and confidently talk to staff members and visitors. Staff provide activities that they know children will enjoy, and they ensure that all children can access the curriculum. Children show high levels of engagement when staff read books to them. They are excited to guess what is on the next page and show curiosity when something is unfamiliar to them. For example, they ask staff to tell them more about frogs when they find one in the book. Staff promote a healthy lifestyle by providing a varied range of fruits and vegetables at snack time. They encourage children to be active and spend lots of purposeful time outdoors. Staff provide opportunities for children to learn how to look after the plants in the garden.

Staff have high expectations of children's behaviour. Children follow instructions when asked to tidy up. Staff teach children how to manage minor conflict, and they demonstrate how to divide play dough in half when children do not yet know how to share. Staff know their key children well and can identify what they need to learn next. Children feel safe, demonstrating their strong bonds with their key worker as they seek them out for a hug and reassurance.

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

- The manager has a clear curriculum for the pre-school. The curriculum helps children to become ready for their transition to school. The manager focuses on children becoming independent, good communicators and being ready to explore new environments. Staff can explain the intent behind different activities they provide for children.
- Staff develop children's independence. They teach children how to fasten the zips on their coat and provide positive encouragement. Children learn how to put on their coats and hats. Staff support children to understand when their nose needs to be cleaned, and children show that they have learned how to wipe their noses independently.
- During larger group activities, staff include all children who want to participate and give them all a chance to speak. However, at times, staff are not always deployed effectively. Children who are less confident, therefore, sometimes receive less support from staff to engage them in activities and to help them to begin to make friends.
- Children with special educational needs and/or disabilities (SEND) are well supported. Staff liaise closely with parents and other professionals to obtain the help and guidance needed to support all children. The special educational needs coordinator understands how to make referrals for children where necessary. Children with SEND have made good progress at the pre-school. Staff

understand how to provide smaller, more manageable next steps in learning and how they can best support children's development.

- Staff prioritise children's communication and language skills. They are inclusive of those who speak English as an additional language. Staff use visual aids, such as picture timetables, to help children to understand what is happening next. Staff use pictures on their lanyards to help to prompt and remind children what different words and instructions mean. Staff speak clearly and use simple language. They give children time to respond when they ask questions. Children show confidence in their language skills and invite visitors to look at what they are doing.
- Staff support children to develop their physical skills. They teach children how to safely get on and off a seesaw and how to use their legs to make it go up and down. Children safely navigate the outdoor space on bicycles and scooters. Staff help children to build a tower out of large bricks, and they all work together as a team to make it tall.
- Parents speak highly of the pre-school. They say that their children are very happy to attend. Parents know the pre-school offers a library service and they can borrow books to read with their children. However, staff do not share enough information with parents about their child's learning and development. Staff do not tell parents what their children need to learn next or how they can support their learning at home.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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

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

- strengthen the deployment of staff to support less confident children to establish bonds and friendships
- improve communication with parents to further involve them in their children's learning and development.

## Setting details

<b>Unique reference number</b>	EY392356
<b>Local authority</b>	North Northamptonshire
<b>Inspection number</b>	10307883
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	3 to 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	Diamond Learning Community Pre School Ltd
<b>Registered person unique reference number</b>	RP528919
<b>Telephone number</b>	01933678714
<b>Date of previous inspection</b>	12 March 2018

## Information about this early years setting

Diamond Pre-School registered in 2009. The pre-school operates on the school site. The pre-school employs three members of childcare staff, all of whom hold suitable early years qualifications at level 3. The pre-school is open Monday to Friday, during term time only, from 8.45am until 3pm. The pre-school provides funded early education for three- and four-year-old children.

## Information about this inspection

### Inspector

Rachel Barsby-Robinson

## 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.
- The manager and inspector completed a learning walk together of all areas of the pre-school 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 spoke with the directors about the leadership and management of the setting.
- 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 joint observations of group activities with the manager.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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