

Diamond Days Nursery

Unique reference number (URN): 2782648

Address: 112-112A -114 High Street North, Dunstable, Bedfordshire, LU6 1LN

Type: Childcare on non-domestic premises

Registered with Ofsted: 17/04/2024

Registers: EYR

Registered person: Diamond Days Childcare LTD

Inspection report: 9 July 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, children are made safer and feel safe.

How we evaluate safeguarding

When we inspect settings for safeguarding, they can have the following outcomes:

- **Met:** The setting has an open and positive culture of safeguarding.
- **Not met:** The setting has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Achievement

Strong standard ●

All children, including those who speak English as an additional language, make significant progress in their learning, particularly in their communication and language skills. Children happily chat as they make up imaginary games to play. For example, they decide to make a cake and sing 'Happy Birthday' to each other.

Children recall their previous learning as they work out which day of the week it is. They can focus in small groups and listen carefully to staff reading stories. Children demonstrate persistence and resilience in their play. For example, babies work hard to pull apart 2 bricks. Children play extremely well together and can take turns without adult support in their play. For example, children wait patiently for their turn to have a go at kicking the ball into the net.

Children are extremely well prepared for their next stage of learning. They are confident in talking and asking for help, demonstrating independence skills appropriate to their age and stage of development. Children benefit from their parents and carers being well informed on how to support them in becoming ready for school, such as through workshops and information from the nursery.

Behaviour, attitudes and establishing routines

Strong standard ●

Leaders are highly reflective and recognise the importance of well-embedded routines which allow children to thrive. These are fully established, allowing children to develop the confidence to explore the wonderful activities available to them. This results in a calm and nurturing environment. All children, including those with special educational needs and/or disabilities, or other barriers to learning or wellbeing, are actively engaged in learning. Staff have high expectations of children's behaviour and use their skills to fully support children to make positive choices. They are excellent role models as they demonstrate kindness and positive manners throughout their interactions with children. As a result, children have well-developed social skills as they play alongside their peers. Staff consistently recognise and validate children's efforts to make thoughtful choices, with lots of praise.

Children have excellent attitudes towards their learning and enjoy taking part in more-focused activities. They think carefully about why things might float or sink. Children demonstrate independence and persistence in their learning. For example, babies persist at blowing bubbles. They show great joy and pride in their achievements. Staff work closely with parents and carers to ensure that they understand the need for regular attendance. Leaders have a flexible and understanding approach towards meeting the needs of families.

Children's welfare and wellbeing

Strong standard ●

Children's care, welfare and wellbeing are a strength of the setting. Leaders highly prioritise children's emotional and physical wellbeing. Children develop an age-appropriate understanding of how to stay safe and healthy. Staff know children and their family circumstances extremely well. They are sensitive and respectful in supporting them.

Children build up positive and warm relationships with staff. They feel confident in talking to them. This allows those children with special educational needs and/or disabilities to receive the individual support they need.

Staff provide children with healthy options for their snack. They provide parents and carers with clear instructions on how to provide healthy lunch boxes. Staff use every opportunity to teach children how to be healthy. Children fully understand the need for hygiene. They develop independence in washing their own hands and being responsible for their own self-care from an early age. Children have many opportunities for physical play and are beginning to understand the importance of exercise. The nursery has been accredited with an award for supporting and caring for children's oral health, which is of a high level. Children understand why they need to brush their teeth, and all children in the setting practise this daily. Staff update parents regularly with information about oral health.

Curriculum and teaching

Strong standard ●

Leaders have a secure understanding of what they want children to learn and ensure that the curriculum reflects this. They aim for babies to be ready to move in to the pre-school room, and for older children to be thoroughly prepared for school. Staff plan activities purposely, to reflect children's growing independence, and to give them opportunities to develop and practise skills for their next steps. For example, babies confidently take the bricks from a shelf and build independently.

The focus of the curriculum is on children's communication and language. Staff are highly effective at supporting children's skills and developing their vocabulary. They recognise how to support children who speak English as an additional language, and adapt their practice to fully meet their needs. For example, staff say 'hello' to children in their own languages and use Makaton for all children.

Leaders and staff recognise that children flourish with warm and positive relationships in a nurturing environment. As a result, children have high self-esteem and confidence. Staff explicitly teach children to understand emotions and to develop calming strategies. Babies learn to have 'kind hands', and demonstrate this by gently stroking each other's hands. Leaders promote a love of early reading, and children enjoy listening to stories and singing songs with staff. They learn to count and use their fingers to show how many. Staff are highly skilled at developing children's understanding in the moment of play. They use every opportunity to further enhance children's learning.

Inclusion

Strong standard ●

Staff identify children with special educational needs and/or disabilities (SEND) or other barriers to learning or wellbeing swiftly when they start at the nursery. They work extremely closely with parents and carers from their initial meetings to carefully establish any extra support required. Staff use their professional knowledge to secure an understanding of where there are gaps in children's learning. They have secure and robust procedures to ensure that children with SEND or other barriers to learning can access the same experiences as their peers.

Staff fully support children in the nursery as individuals. They use a range of strategies to ensure that children with SEND or other barriers to learning or wellbeing make rapid progress from their starting points. For example, staff routinely use Makaton to support children with gaps in their communication and language skills. They use sensory items and social stories to support children in managing their own emotions and behaviour.

Leaders and staff have close relationships with many of the outside agencies that offer support to early-years children. They liaise regularly with the local authority's early years SEND team. Staff work alongside families and the community nurse to ensure that the children have the necessary support to make rapid progress. Leaders use the extra funding available for the best impact on children's progress, including one-to-one support and extra resources. Leaders and staff ensure that children taking their next steps in learning are incredibly well supported in making that transition.

Leadership and governance

Strong standard 

Leaders are incredibly dedicated to providing the absolute best care and education for young children. They are driven to ensure that high expectations and standards are maintained for the best interests of children. Leaders are highly inclusive and ensure that all children, including those with special educational needs and/or disabilities (SEND), or other barriers to learning or wellbeing, are fully prepared and ready for their next stage of learning. Their dedication to continuous development results in a culture of professionalism that is embedded across the nursery.

Leaders include all staff in a survey to work on improving the setting and their own practice. They support staff through professional discussions, regular supervision sessions and peer-on-peer observations. Leaders understand how to use staff's skills to enhance the learning experiences of children. For example, staff who are naturally sensitive to children with SEND receive encouragement to develop their skills through their own professional development. Leaders are respectful and sensitive to staff's wellbeing. As a result, staff feel that their opinions are valued. They demonstrate high-professional aspirations and feel well supported to fulfil their roles. This is clearly reflected in staff's interactions. The nursery has recently received a quality accreditation for having healthy children and a healthy workforce.

Leaders thoughtfully develop engagement with parents and carers. They adapt strategies to encourage parental involvement. For example, drop-in sessions provide parents with practical support. Leaders regularly survey the parents and act on their responses. For example, they changed the online app they use to ensure that parents have more regular communications through the day. Partnerships with families, health professionals and support agencies are well established. This results in coordinated support for children with SEND or other barriers to learning or wellbeing.

What it's like to be a child at this setting

Children thoroughly enjoy their time at this incredibly nurturing and welcoming nursery. They develop warm and trusting relationships with staff, who know them exceedingly well. Babies reach out their arms to be greeted by staff. Children run happily in, to play with their friends. They feel a solid sense of security and belonging. This gives them high levels of confidence to explore all the wonderful opportunities on offer. For example, babies explore textures and different materials with their feet. Older children line up at their ice-cream cart to pretend to buy ice creams from their friends.

Children benefit hugely from the stimulating and engaging opportunities available. They develop excellent communication and language skills as staff support their vocabulary and understanding. For example, babies repeat 'up' and 'down' as they use paintbrushes. Older children specifically learn how to name and cope with their emotions. They enjoy making faces that copy emotions. As a result, children's behaviour is exemplary, and they are particularly kind to each other. Children play collaboratively with each other with little need for adult support. For example, they pass each other resources and take turns in their games. Children make rapid progress from their starting points.

All children are very well prepared for their next stage of learning. They demonstrate independence, persistence and resilience in their play. For example, children keep going when they are trying to get the ball into the net. Children enjoy joining in at their circle times and learn how to listen carefully when in a group situation.

Parents and carers speak highly of the setting and of how well staff know their children. They are incredibly pleased at their children's progress in all areas, but particularly their confidence and communication skills. Leaders work closely with families to promote children's attendance. They ensure that children can build the trusting relationships which enable deeper learning.

Next steps

- Leaders should ensure continued improvement in the setting's successful work to develop the leadership team to realise a transformational impact on the outcomes and experiences of all children.

About this inspection

The inspector spoke with leaders, staff, parents and carers and children during the inspection.

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.

Inspector:

Clare Eyre

About this setting

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Address:

112-112A -114 High Street North
Dunstable
Bedfordshire
LU6 1LN

Type: Childcare on non-domestic premises

Registration date: 17/04/2024

Registered person: Diamond Days Childcare LTD

Register(s): EYR

Operating hours: Monday, Tuesday, Wednesday, Thursday, Friday : 08:30 - 17:00

Local authority: Central Bedfordshire

Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

 This data is from 9 July 2026

Children numbers

Age range of children at the time of inspection

0 to 4

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other settings can learn from it.

Strong standard

The setting reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The setting is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The setting needs to make urgent improvements to provide the expected standard of education and/or care.

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