

# Grimsby Central Daycare

Central Childrens Centre, Edward Street, Grimsby, DN32 9HL



## Inspection date

12 September 2016

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The manager and staff develop extremely positive relationships with parents. They speak to them daily about their children's individual care and learning needs. Staff provide parents with a range of resources and activities to enable them to continue to support their children's learning at home.
- Staff work closely with other professionals to establish plans to help meet children's individual needs. This means that children who have special educational needs or disability receive excellent support to aid their care and learning.
- Children's communication and language development are given high priority by staff. They use words, sign language and visual prompts to help children to develop their speech and understanding. This is particularly effective for children who speak English as an additional language.
- Children's emotional well-being is successfully promoted. Key persons build very strong relationships with children. They help them to settle in when they first start and when they move throughout the nursery.
- Children develop a good understanding of healthy eating. The nursery cook and staff provide them with a range of healthy foods for snacks and meals. They give parents information about providing a healthy packed lunch for their children and display information about the salt and sugar content in different foods.

### It is not yet outstanding because:

- On some occasions, planned activities do not capture younger children's interests or successfully challenge them.
- The manager does not effectively support staff to improve their practice and to raise the quality of their teaching to the highest level, in order to accelerate children's progress further.

## What the setting needs to do to improve further

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

- review planned activities to ensure that younger children are consistently challenged and fully supported to make more than good progress
- enhance the support given to staff to help raise the quality of their teaching to an outstanding level.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and deputy manager.
- The inspector looked at relevant documentation, such as the nursery's policies and procedures, training certificates and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Hayley Ruane

## Inspection findings

### Effectiveness of the leadership and management is good

Staff have regular supervision meetings, where they are encouraged to reflect on their practice and identify training. The manager ensures that staff are kept abreast of relevant changes in legislation, which helps them to keep children safe. Arrangements for safeguarding are effective. Staff have a good understanding of the signs and symptoms of abuse and where to report concerns they may have regarding children's welfare. The manager accurately analyses the progress groups of children are making. This helps her to identify any gaps in learning, make changes to the environment and set targets with staff to support individual children's needs. Additional funding is used effectively to support individual children. The manager reflects on the nursery and identifies improvements to increase the outcomes for children.

### Quality of teaching, learning and assessment is good

Staff use observations and assessments effectively to inform the planning for their key children, ensuring that they make good progress in their learning. Staff provide a stimulating range of resources for children when they arrive. This helps them to settle quickly, as they become engaged and interested in their play. Children demonstrate their problem-solving skills as they attach boxes and cardboard tubes together with glue and paint. They develop early mark making when they use chalk, paintbrushes and pencils. Staff play alongside children and ask them to write the first letter of their name. Children develop their hand-to-eye coordination when they use tweezers to pick up coloured spaghetti. This helps children to learn the skills they will need when they move on to school.

### Personal development, behaviour and welfare are good

Children enjoy daily opportunities to be physically active in the newly refurbished nursery garden. They ride on tricycles and scooters and transport water and mud using pans and containers. Staff make sure children put on sun cream and hats when they play outdoors to protect them from the sun's rays. Settling-in procedures for new children are effective in helping them to form secure emotional attachments with their key person. Parents say that staff know their children very well and this contributes to them settling in well from the start of their placement. Children behave very well. They show care and respect to staff and other children. Staff use gentle reminders to help children to manage their behaviour. For example, they remind them to walk inside and to share and take turns.

### Outcomes for children are good

All children, including those in receipt of funding, make good progress from their starting points. Children are confident and motivated to learn in this welcoming nursery. They are independent and develop their self-care skills as they serve themselves drinks, snacks and meals. Children are sociable, form friendships with others and enjoy playing games with them. Babies develop their social skills as they mix with older children for snack time. Children learn about technology as they use a mouse and a touchscreen with increasing skill.

## Setting details

<b>Unique reference number</b>	EY482892
<b>Local authority</b>	North East Lincolnshire
<b>Inspection number</b>	997242
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	1 - 6
<b>Total number of places</b>	78
<b>Number of children on roll</b>	140
<b>Name of registered person</b>	For Under Fives Limited
<b>Registered person unique reference number</b>	RP907030
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01472488900

Grimsby Central Daycare registered in 2014. The nursery employs 26 members of childcare staff. Of these, 15 hold appropriate early years qualifications at level 3, one at level 4 and two hold early years professional status. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who have special educational needs or disability and those who speak English as an additional language.

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