

# Sure Start Broadway Children's Centre Day Nursery



Sure Start Broadway Children's Centre, Broadway, Grimsby, North East Lincolnshire, DN34 5RS

<b>Inspection date</b>	10 August 2015
Previous inspection date	27 January 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Staff successfully support children who speak English as an additional language. They enable all children to understand the routines of the day and take part in the activities provided. Consequently, all children gain a sense of belonging and enjoy attending.
- Teaching is good. The well-qualified staff team has attended relevant training and continues to build on their good understanding of how to promote children's learning.
- Children are happy and confident. Secure relationships with staff enable children to develop their independence, self-esteem and social skills.
- Safeguarding is given high priority. Staff understand their responsibilities to record and report any child protection concerns. Children are safe because staff provide vigilant supervision during activities.
- Parents receive good information about the nursery so that they are aware of the provision's responsibilities. In addition, parents are effectively supported to further develop their children's learning at home.

### It is not yet outstanding because:

- Partnerships with other early years settings children attend are not fully developed. There is not a consistent flow of information about children's ongoing learning and development to ensure children benefit from a shared approach to help them progress.
- Staff do not always work well together with the schools children will be moving on to, in order to help children feel confident about the changes ahead.

## What the setting needs to do to improve further

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

- share more information about children's learning and development with other settings they attend
- develop effective partnerships with all schools that children are moving on to, to help all children feel well prepared for their move.

### Inspection activities

- The inspector had a tour of the nursery and held discussions with the manager.
- The inspector carried out a joint observation with the manager.
- The inspector observed adult-led and free-play activities taking place in the playroom and outside area.
- The inspector took into account the views of parents and carers spoken to on the day.
- The inspector checked evidence of suitability and qualifications of staff working with children and the nursery's self-evaluation plan.

### Inspector

Hayley Ruane

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Staff observe children to identify their interests and next steps for learning. This information is then used to provide children with a wide range of resources and activities to help them progress. Activities cover all of the seven areas of learning and skilful teaching means that children engage well and develop key skills in readiness for school. Older children show excitement as they participate in a group singing time, which promotes their social development and communication well. Children choose which rhyme they would like to sing. Staff use hand signals to represent words to support all children, including those with special educational needs and/or disabilities. Babies develop strong emotional attachments with their key persons. They giggle and smile when they are chased around on the floor by staff. Staff have developed links with one local school but do not have partnerships in place with other schools children will go on to. This means that not all children are as emotionally well supported for their future move.

### **The contribution of the early years provision to the well-being of children is good**

Staff successfully support children's physical development. Children use climbing equipment as staff stand close-by to encourage less confident children. This enables children to take appropriate risks and benefit from being active. Staff encourage children to choose from healthy and nutritious snacks and drinks, promoting children's well-being and independence. Children select their toothbrush and staff explain to children how to clean their teeth after lunch. This helps children to understand the importance of good oral hygiene. Staff prepare children for playing outside in the sun by applying sun cream and asking older children to put on their own cream. Staff play alongside children and help them to share and take turns. This helps children to understand appropriate behaviour and to build relationships with their peers. Staff take time to build relationships with parents and children as they enter the nursery. Consequently, parents have confidence in the staff and children settle well and develop strong relationships.

### **The effectiveness of the leadership and management of the early years provision is good**

Supervision systems are in place to support staff's ongoing professional development and good practice. The manager encourages staff to participate in regular team meetings and attend relevant training courses. This means that they have a good understanding of the requirements of the Early Years Foundation Stage. Staff assess the development of their key children and the manager has an overview of children's progress. This ensures that any gaps in children's learning are quickly identified and addressed. The manager uses information from tracking children's progress, and feedback from parents, to identify any weaknesses in provision. Improvements are made and reflected upon to ensure they benefit the children and families that attend. Staff share some information with key people at other provisions when children first start attending other early years settings. However, partnership working is not fully established to fully support children's next steps in learning or to provide continuity in their care.

## Setting details

<b>Unique reference number</b>	EY337669
<b>Local authority</b>	North East Lincolnshire
<b>Inspection number</b>	862737
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	47
<b>Number of children on roll</b>	39
<b>Name of provider</b>	For Under Fives Limited
<b>Date of previous inspection</b>	27 January 2010
<b>Telephone number</b>	01472 232300

Sure Start Broadway Children's Centre Day Nursery was registered in 2006. The nursery employs 19 members of childcare staff. Of these, six hold appropriate early years qualifications at level 2, eight at level 3 and three at level 4, including one with 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 a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

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