

The Children's Place

Dewsbury & District Hospital, Halifax Road, DEWSBURY, West Yorkshire, WF13 4HS



Inspection date

18 March 2015

Previous inspection date

16 June 2009

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
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		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Information about children's learning and development is not always effectively shared between staff. Consequently, at times there is a lack of continuity in children's learning.
- Staff do not regularly share information about children's progress with all parents to ensure consistency in children's learning.
- Self-evaluation is not robust enough to give an accurate overview of the provision. The monitoring of children's learning and development, and staff practice, is not consistently thorough to identify all weaknesses.

It has the following strengths

- Children independently access a wide range of resources, both inside and outside, that reflect the seven areas of learning. Rooms are planned well to promote exploration and allow children to follow their interest.
- Children who have special educational needs and/or disabilities receive effective support towards good progress from their starting points.
- The nursery is secure at all times. Visitors are closely monitored and staff have a good understanding of safeguarding issues. Children are developing a thorough understanding of risk as they explore the environment.
- Staff are good role models. Children's behaviour is managed well. By helping children to understand their feelings, staff teach them how to manage their own behaviour.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- share assessments of children's learning with parents, including the required progress check for children aged between two and three years, so that they have a good understanding of their children's development and can share information with other professionals
- improve systems for sharing information about children's learning and development between staff to ensure learning experiences continue to meet children's individual learning needs when their key person changes, or key persons are absent from the nursery.

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

- improve self-evaluation of the nursery, so that any weaknesses in practice are quickly identified and addressed through targeted action plans that drive improvement of the nursery.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning, both inside and out.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation, such as the nursery's self-evaluation 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

Nicola Dickinson

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Children freely explore a wide range of resources. Activities in the nursery are child-led, which means children make choices about their play and follow their interests. Children enjoy their time in the setting. Staff encourage communication and language skills through their interactions. For example, staff share stories with children. They support children who speak English as additional language by asking them to repeat words. Staff introduce numbers and counting to younger children. Older children learn to problem solve during science activities. This helps children gain some of the skills to support their future learning. Information about children's skills is obtained from parents when children enter the nursery. Key persons complete assessments of children's development. However, when key persons are absent from the nursery, or are replaced, information about children's development is not exchanged. Therefore, learning experiences are not consistently tailored to children's individual needs, to promote their good progress. Progress checks for children aged between two and three years are completed. However, information about children's development is not always communicated effectively with parents. Senior staff complete assessments for children who are moving on to school, and share them with teachers.

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

Staff provide a safe environment inside and out by risk assessing and keeping hazards minimised. Healthy lifestyles are promoted well through daily routines. A wide range of healthy snacks and nutritious meals are provided. Children enjoy being physically active. They demonstrate through their play that they understand how to keep themselves safe. Children develop independence in self-care skills. Staff help children to settle, which supports children to feel emotionally secure at the nursery. Praise and encouragement promotes children's confidence. Staff teach children to respect each other. As a result, children are able to build relationships with their peers. Children are encouraged to be independent and they receive good levels of support that help them to cope with changes. This supports children as they move on to school or other settings.

The effectiveness of the leadership and management of the early years provision requires improvement

Partnerships with other professionals are suitably established. Arrangements in place to protect children are effective. Staff show they have a good understanding of safeguarding and know the procedures to follow if concerns arise about the welfare of a child. Managers have a suitable understanding of the learning and development requirements. Staff can access a programme of professional development that helps them to develop their knowledge and skills. Some weaknesses in staff practice are addressed through mentoring and further training. However, although the staff team are qualified, the monitoring of practice is not robust and not all weaknesses in practice are successfully identified.

Setting details

Unique reference number	311401
Local authority	Kirklees
Inspection number	868023
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	51
Number of children on roll	116
Name of provider	The Children's Place Limited
Date of previous inspection	16 June 2009
Telephone number	01924 512077

The Children's Place registered in 1991. The nursery employs 17 members of childcare staff, all of whom hold appropriate early years qualifications at level 2 and above, including the manager who has Early Years Teacher status. The nursery opens Monday to Friday all year round. Sessions are from 7am until 6pm. The nursery receives funding for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities and those who speak English as an additional language.

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