

# Judy Clark Childcare

West Marsh Children's Centre, Macaulay Street, Grimsby, N.E. Lincolnshire, DN31 2ES



<b>Inspection date</b>	23 April 2015
Previous inspection date	21 January 2009

<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 have a secure understanding of their responsibilities to safeguard children. They know the procedures to refer any concerns they have about a child's welfare. Partnership working with the children's centre and school are highly effective in supporting children and their families.
- Strong partnerships with parents ensure that they receive regular information about their children's learning and development. Parents contribute their own observations and receive ongoing support and encouragement to continue their child's learning at home.
- Managers monitor and evaluate the nursery rigorously. They recognise and build on strengths in the staff team and take effective action to address any weaknesses.
- Staff are well qualified and make good use of their skills to assess children's progress with precision. They know the children well and adapt their teaching to each child's needs and learning style. Therefore, children make good progress in relation to their starting points.
- Children benefit from established relationships with staff. They are confident and enthusiastic learners.

### It is not yet outstanding because:

- Staff do not always use every opportunity to encourage children to extend their thinking to a deeper level.
- The start of the session is not effectively organised for children to come into a calm environment, or for staff to give prompt reassurance to new children and parents.

## What the setting needs to do to improve further

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

- raise teaching and learning to a consistently high level by using every opportunity to progress children's thinking skills, for example, through effective questioning
- review arrangements at the beginning of each session so that children settle quickly into a calm environment and parents and staff have greater opportunity for communication.

### Inspection activities

- The inspector viewed samples of documentation, including evidence of suitability checks carried out on staff, staff qualifications, the nursery's self-evaluation form, and assessments of children's learning and development.
- The inspector observed teaching, learning and care practices in the playroom and garden.
- The inspector and manager undertook a joint observation of teaching practice.
- The inspector took account of the views of parents who were spoken to on the day of inspection.
- The inspector spoke with children and staff during the inspection and held a meeting with the manager and nominated person to discuss the leadership and management of the setting.

### Inspector

Elisabeth Wright

## Inspection findings

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

The quality of teaching across the staff team is good. Staff vary their interaction to meet each child's needs. Children eagerly choose their activities within a stimulating environment, both indoors and in the garden. Consequently, they enjoy themselves and become engrossed in their learning. Children enthusiastically spoon compost into pots to plant seeds. A member of staff extends this by introducing mathematical language. This helps the children to compare the amount of compost and to count as they add more. Effective partnership working with the school ensures that staff know the learning aims of children who attend both settings. This gives children continuity and enables them to build on what they already know. Staff use their accurate assessment of children's progress and needs to plan focused activities for each child. Children relish this individual attention, which supports them to persist with their task. Occasionally staff do not make the most of opportunities to extend children's thinking still further, through skilful questioning. Children demonstrate good dispositions for learning. They are inquisitive and investigate resources, demonstrating good levels of concentration. This prepares them well for future learning and their move on to school.

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

The strong relationships staff build with children promotes their sense of security and belonging. Children are settled and happy in the nursery. They demonstrate high levels of independence. When a member of staff tells children it is snack time, they take themselves to the bathroom to wash and dry their hands carefully. Behaviour is good because the expectations of staff are consistent across the team. When minor disputes arise, staff give children opportunity to sort these out for themselves, whilst observing to see if they need support. Therefore, children develop good social and emotional skills and learn to listen to one another. However, the start of each session is busy, with most children arriving at the same time, whilst staff monitor security on the doors. This means children do not start the day in a calm environment and new children especially take slightly longer to settle into the session.

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

The management team is committed to continuous improvement through rigorous monitoring and development of practice. Through frequent team meetings, supervision and peer observations, they know staff's strengths and target areas for improvement. Children benefit from the high emphasis managers give to the ongoing training and development of the team. Partnerships with other professionals are well developed and advice is acted on promptly. Parents speak highly of the nursery and feel they are included, valued and supported. Recruitment and induction procedures are robust in ensuring adults are suitable to care for children and have the necessary skills. Staff conduct ongoing risk assessment and environmental checks, which protects children's welfare.

## Setting details

<b>Unique reference number</b>	205560
<b>Local authority</b>	North East Lincolnshire
<b>Inspection number</b>	865349
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 11
<b>Total number of places</b>	24
<b>Number of children on roll</b>	62
<b>Name of provider</b>	Judy Clark Childcare Grimsby Committee
<b>Date of previous inspection</b>	21 January 2009
<b>Telephone number</b>	01472 326 818

Judy Clark Childcare was registered in 1993. The nursery employs 10 members of childcare staff, all of whom hold appropriate early years qualifications, including one with Early Years Professional status. The setting opens from Monday to Friday all year round. Sessions are from 8am until 5.45pm. The nursery provides funded early education for two-, three- and four-year-old children.

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