

# The Children's Place

Netherfield Road, Ravensthorpe, Dewsbury, West Yorkshire, WF13 3JY



## Inspection date

30 April 2015

## Previous inspection date

22 May 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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

- Enthusiastic staff make activities lively and fun. Consequently, children develop a love of learning that prepares them well for the eventual move to school.
- Children's development is discussed with parents on entry to the nursery. Staff use the information to plan activities that are tailored to children's individual learning needs. As a result, all children make good progress early in their care.
- The nursery works closely with other professionals to support children who have special educational needs and/or disabilities. They offer one-to-one teaching to support this group of children to make the best possible progress.
- Children's behaviour is managed well. Clear explanations and consistent boundaries help them to understand why some behaviour is not acceptable.
- Policies and procedures are implemented effectively. Staff have a good understanding of safeguarding issues. Lines of accountability are clear. As a result, children are protected at all times.
- The management team have taken targeted action to address weaknesses in practice. Careful monitoring identifies gaps in children's learning. The nursery promotes comprehensive professional development. As a result, children now enjoy high-quality learning experiences.

### It is not yet outstanding because:

- Staff do not make the most of opportunities to extend children's understanding of mathematics during their play. In addition, there are few mathematical resources available for children to use freely during their play.
- Not all parents are well informed about how activities promote their children's learning. Consequently, they do not always have a good understanding of how they can build on their children's learning at home.

## What the setting needs to do to improve further

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

- help staff to develop more opportunities during children's play to extend children's mathematical knowledge; increase the range of resources that support children's independent investigation of mathematics
- build on the good systems already in place for sharing information with parents, so that all parents are fully informed about how to use different activities to promote their children's learning at home.

### 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 joint observations with the nursery deputy manager.
- The inspector held a meeting with the nursery manager and the nursery's training and quality manager.
- The inspector 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 is good**

Staff have generally strong partnerships with parents and other professionals. They support and promote each child's learning needs through a shared approach. Assessment is accurate and planning effectively targets children's learning needs. The majority of parents feel they are supported to continue their children's learning at home. However, not all parents know how different activities promote their children's learning. Staff have a thorough understanding of how children learn. Good-quality teaching provides a wide range of learning opportunities. This ensures children develop essential skills for future learning, such as school. Staff find out about children's home languages and their understanding of English. Communication and language development is promoted at every opportunity. Children ask questions and think critically. However, staff do not always make good use of every opportunity to promote mathematics. In addition, there is a lack of equipment to support mathematical development during children's play. As a result, not all children are making the best possible progress in mathematics.

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

Children freely access the very well-equipped outdoor environment in all weathers. They enjoy using play equipment to climb, jump and balance. Older children search for bugs, and babies enjoy catching bubbles. This means children benefit from fresh air and exercise. Staff teach children to assess potential risks so that they learn about their own safety. For example, children learn to use tools safely as they help staff to 'mend' equipment. Staff help children to develop independence in self-care. Good hygiene routines, such as hand washing, are promoted. Children help themselves to snacks and pour their own drinks. When children first start at the nursery, their key person spends time with parents finding out about their child. Parents are encouraged to stay as long as they wish with their child and this helps children to settle quickly. Children build strong, secure attachments with staff. The nursery invites teachers from local schools to come and meet children who are moving on to school. This helps children to become emotionally ready for the move on to school.

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

Robust arrangements for staff recruitment, regular supervision and monitoring of staff performance promote high-quality practice. Staff's ongoing suitability is checked. The manager has a good understanding of issues that might disqualify someone from working with children. Effective staff deployment ensures all children are supervised well and enjoy good levels of support. Children enjoy a varied and challenging range of activities. Through close scrutiny of assessment information, any gaps in learning are identified and addressed quickly. The strong team, which includes staff, students and other professionals, supports a shared commitment towards delivering high-quality care and learning. Rigorous self-evaluation is used to identify further areas for improvement, as the needs of families using the nursery change.

## Setting details

<b>Unique reference number</b>	311273
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	1010695
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	66
<b>Number of children on roll</b>	140
<b>Name of provider</b>	The Children's Place Limited
<b>Date of previous inspection</b>	22 May 2014
<b>Telephone number</b>	01924 430292

The Children's Place was registered in 1994. The nursery employs 13 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 2 and above. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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