

# Queensway Children's Centre Daycare

Binbrook Way, Queensway, Grimsby, North East Lincolnshire, DN37 9AT



## Inspection date

6 January 2016

Previous inspection date

1 February 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	<b>Previous inspection:</b>	<b>Satisfactory</b>	<b>3</b>
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

- Partnerships with other professionals are effective. There are good systems for sharing information about disabled children and those with special educational needs. As a result, individual programmes of learning support children well. All children make at least expected progress over time.
- Children develop good routines and independence skills in preparation for school. They build confident, secure and positive relationships with staff and each other. Behaviour is good. Children play cooperatively, learn how to take turns and show respect for others.
- Staff effectively promote equality and teach children about diversity. Children learn about other faiths, cultures and beliefs through role play and discuss different food enjoyed by others. This helps them understand the customs and traditions of people beyond their own immediate communities.
- There is a good and constantly improving range of resources to stimulate learning. Managers and leaders regularly review resources to ensure they are of a good quality, support planning and promote children's next steps in learning.

### It is not yet outstanding because:

- Not enough opportunities are provided, across all age ranges, for children to develop their critical-thinking skills.
- Parents are not always fully encouraged to contribute to their children's ongoing learning and development.

## What the setting needs to do to improve further

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

- increase opportunities for children to develop their critical-thinking skills so that children of all ages are stretched and challenged to make the best possible progress
- provide parents with more help and encouragement to support children's learning at home.

### Inspection activities

- The inspector carried out a joint observation with the manager and held discussions with staff.
- The inspector took account of the views of children, staff and parents spoken to on the day of the inspection.
- The inspector looked at a sample of policies, children's assessment records and planning documentation.
- The inspector observed children's play, both inside and outside.
- The inspector checked evidence of the suitability and qualifications of staff working with children.

### Inspector

Peter Towner

## Inspection findings

### Effectiveness of the leadership and management is good

Managers and staff understand the Early Years Foundation Stage well. Effective changes have taken place since the previous inspection to raise the quality of care and education. The environment now provides a range of positive experiences to help children make good progress towards the early learning goals. Managers are ambitious and have high expectations of all staff. They encourage them to continuously improve their practice. Performance management is robust and staff welcome opportunities to learn from others and expand their knowledge through professional development opportunities. Safeguarding is effective. Staff demonstrate a good understanding of how to minimise risk. Procedures are precisely followed to ensure children's safety. For example, recruitment and suitability checks are thorough to ensure children are only cared for by appropriate adults. Self-evaluation is broadly accurate and plans are in place for future improvements.

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

Staff are well qualified and understand how children learn through play. They gain an accurate understanding of the individual needs of each child when children first start. They use this information to plan activities that build on what children already know and can do. Staff are sensitive to children's individual stages of development. They place children in the playroom that best meets their level of ability, and only move them on when they are ready. Staff are becoming more skilful about how they use questions to improve language development. However, they do not always allow sufficient time for children to process information before giving an answer, which does not fully support children's critical-thinking skills. The key person for each child uses assessment information effectively to identify individual progress in learning and development. Any gaps in development are promptly identified and addressed. Babies follow appropriate routines to support their development, and new resources now widen their sensory experiences.

### Personal development, behaviour and welfare are good

Staff provide a stimulating and nurturing environment where children are happy, content and secure. Children are keen learners and interact well with the staff, who are very responsive to their needs. Children lead their own play opportunities and staff sit alongside them to extend their learning. In outdoor activities, children experience a range of physical opportunities, developing their coordination and movement skills. Children propel themselves about on bikes and scooters, learning to take moderate risks. Children develop a good understanding of how to eat healthily. They actively learn about how some foods are better for them than others by keeping a record of their daily fruit and vegetable intake. They also learn about the value of exercise in keeping themselves fit and healthy.

### Outcomes for children are good

All children progress well in their learning and development, including those who receive funded education. Children's literacy and mathematical skills are developing well to support them in their next stage in learning and the eventual progression on to school.

## Setting details

<b>Unique reference number</b>	EY397870
<b>Local authority</b>	North East Lincolnshire
<b>Inspection number</b>	1028195
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	42
<b>Number of children on roll</b>	72
<b>Name of provider</b>	For Under Fives Limited
<b>Date of previous inspection</b>	1 February 2013
<b>Telephone number</b>	01472 325738

Queensway Children's Centre Daycare was registered in 2009. The nursery employs 16 members of childcare staff. Of these, two hold appropriate early years qualifications at level 6, and 14 hold levels 2 or 3. The nursery opens 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.

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