

Children's Place Dewsbury

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



Inspection date 19 February 2016
Previous inspection date 18 March 2015

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

- Children are highly independent due to staff providing a well organised environment and consistently encouraging children to 'have a go'.
- Staff develop highly successful partnerships with parents and other professionals, which forms an effective joint approach to children's learning and well-being.
- Children's critical thinking is consistently encouraged by all staff across the setting. This results in children who are confident problem solvers and well prepared for the next steps in their learning.
- Staff constantly capture children's interests to plan for learning across all areas of their development. This means children are highly motivated learners who make good progress in their time at the setting.
- Managers successfully use self-evaluation to correctly identify areas for improvement. Consequently, the quality of teaching has been strengthened and outcomes for children improved.

It is not yet outstanding because:

- Although staff know babies in the setting very well, they do not always allow them sufficient time to persist in activities that have spontaneously captured their interest.
- Systems to further enhance the quality of teaching are relatively new. Time is needed for these to have an impact on the progress children make, particularly in relation to older children's mathematical development.

What the setting needs to do to improve further

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

- further strengthen practice by securely embedding regular observations of staff practice to focus on how to improve the good practice across the nursery
- ensure that staff regularly notice babies emerging interests and allow them time to explore and develop by persisting in the things that interest them
- further enhance the learning environment for older children through the provision of additional resources to support their mathematical development of guessing and estimating.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager, registered person and the companies training and development officer. She looked at relevant documentation, such as the nursery's improvement plan and evidence of the suitability of staff working at the nursery.
- The inspector spoke to parents to seek their views about the setting and find out how they are updated about children's progress.

Inspector

Julie Larner

Inspection findings

Effectiveness of the leadership and management is good

Leaders in the setting show a very secure understanding of the requirements of the Early Years Foundation Stage and how these are implemented throughout the setting. Self-evaluation is secure. As a result leaders and staff successfully identify how they can improve outcomes for children. The nursery has a well trained staff team where personal development is nurtured and promoted. As a result, the quality of teaching is good and secures improvement in children's learning and development. Effective systems are in place to identify training needs for all staff. Regular observations to further improve and enhance the quality of teaching across the setting are in place. However, more time is needed to see the full impact of these changes on outcomes for children. Leaders successfully monitor children's individual progress and that of groups. This results in them being able to focus on how to further improve children's learning in all areas. Safeguarding is effective which results in children being safe.

Quality of teaching, learning and assessment is good

Children's interests are at the heart of planning. Staff are adept at delivering activities that capture children's interests and imagination. This results in children of all ages in the setting being motivated, enthusiastic and keen learners who explore the environment with vigour. Most children are consistently encouraged by staff to explore their own ideas and are given time to reach their own conclusions through play. However, on some occasions staff do not always notice babies' delight in playing with bubbles and do not give them more time to explore and play. Parents are given plenty of opportunities to contribute to their child's learning. Regular feedback about how they can help their child to make progress at home results in joint partnership working that is highly successful. This supports children's development effectively.

Personal development, behaviour and welfare are good

Children have developed very strong relationships with the adults who care for them. This successfully supports their emotional wellbeing at the setting. Children separate easily from their parents and carers showing they feel both safe and secure in the setting. Children behave very well due to the excellent role models provided by staff. All staff enthuse over children's daily achievements. This means that children have high levels of self confidence in their own abilities. Good policies and procedures are well known and implemented consistently by staff. This ensures that the setting is safe and children's good health is successfully promoted. Children are highly independent. Resources are both exciting and easily accessible to all children. This results in children persisting and concentrating for long periods in their play.

Outcomes for children are good

Assessment of children's learning is accurate and precise, ensuring that the next steps in each child's learning are successfully planned for. No matter what their starting points, or individual needs, children all make good or better progress in their learning and development. This ensures that they are ready for the next stage in their learning as they move on to school.

Setting details

Unique reference number	311401
Local authority	Kirklees
Inspection number	1033673
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 5
Total number of places	51
Number of children on roll	100
Name of provider	The Children's Place Ltd
Date of previous inspection	18 March 2015
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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