

# Immingham Day Care

IMMINGHAM CHILDRENS CENTRE, Margaret Street, Immingham, DN40 1LD



## Inspection date

31 October 2016

Previous inspection date

12 December 2013

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

- Staff build strong partnerships with parents and other professionals. They actively engage in working with multi-agency teams to provide additional support tailored to the needs of individual children.
- Parents speak highly of the staff and the provision. They are appreciative of the care their children receive and feel valued and respected as partners in their children's learning.
- Staff use what they know about children to challenge them effectively in their learning and development. They observe and assess children's progress accurately. Planning for future learning is based on a good knowledge of each child and their family.
- Staff provide a friendly, welcoming and a well-resourced environment. Children demonstrate that they are settled and comfortable in their surroundings and move around the room at ease.
- Children enjoy their time at the nursery. They form strong bonds with their key person and other members of staff. Staff create a welcoming environment where children are safe and looked after well.

### It is not yet outstanding because:

- Although the manager monitors staff practice, the focus on staff's teaching skills is not sharp enough to raise the good quality teaching to a consistently exceptional level.
- Arrangements for self-evaluation lack sufficient consultation with parents to help review the quality of the provision and identify areas to improve.

## What the setting needs to do to improve further

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

- build further on the arrangements for monitoring staff's teaching skills to drive the quality of teaching to an even higher level
- develop ways to encourage parents to share their ideas and contribute to the ongoing improvements of the provision.

### Inspection activities

- The inspector observed children's play, activities and staff interaction with children in all areas of the nursery, including outdoors. He also viewed the toys, resources and equipment available for children's use.
- The inspector held a meeting with the nursery manager and area manager. He looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Peter Towner

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are alert to the signs that may indicate that a child is at risk and they know how to report this. Secure recruitment and induction procedures ensure that staff are suitable to work with children. Staff take effective steps to identify and minimise potential risks in the environment and help to ensure children remain safe. Managers effectively monitor and track the progress of all children. Any gaps in learning are quickly identified and appropriate action is taken. Work with parents and other agencies involved in children's lives is very effective. Managers have a very good understanding of their responsibility to support children who may be disadvantaged. They attend meetings and provide information about children to help ensure that partners and parents are aware of children's development and progress.

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

Staff are aware of children's starting points for learning, using information obtained from parents and their own summary assessments. They accurately assess children's level of achievement and plan well for individual learning. All children make good progress in their communication and language development. Staff skilfully interpret the needs of young children as they support them in their developing communication skills. They provide a wide range of stimulating resources and activities to help children learn in an environment rich in language. As an example, children sing songs to greet each other at the start of the day and this helps them to learn each other's names. Staff encourage children successfully to persevere and to try hard. They work well as a team to help ensure that routines run smoothly.

### Personal development, behaviour and welfare are good

Children are welcomed into a safe, secure and caring environment. This supports children to develop a strong sense of belonging. Children access the outdoor play area freely throughout the day, helping to promote their good health and support their physical well-being. Staff praise new learning, good manners and being kind to others. Behaviour is good because staff give consistent messages about their expectations and children respect them. They relate well to one another. Children eat nutritious snacks and lunches and brush their teeth after meals to maintain good health routines.

### Outcomes for children are good

Children's learning builds effectively on what they already know and can do. They achieve well from their different starting points and some exceed standards expected for their age. Children are enthusiastic learners and express themselves confidently. They are independent in managing their own self-care needs. Children's early writing skills are developing well. Older children are learning to link sounds with letters and can write their names. Children persevere at their chosen activities. They enjoy books and stories and develop early mathematical skills during their play. Children show imagination in their play and sustain their interest for good periods of time in readiness for their eventual move on to school.

## Setting details

<b>Unique reference number</b>	EY466401
<b>Local authority</b>	North East Lincolnshire
<b>Inspection number</b>	1066989
<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>	2 - 3
<b>Total number of places</b>	40
<b>Number of children on roll</b>	42
<b>Name of registered person</b>	Paul Chappill
<b>Registered person unique reference number</b>	RP512263
<b>Date of previous inspection</b>	12 December 2013
<b>Telephone number</b>	01469514848

Immingham Day Care was registered in 2013. The nursery employs six members of childcare staff. Of these, five hold an appropriate early years qualification at level 3 and one at level 6. The nursery opens Monday to Friday, term time only. Sessions are from 8.30am until 4pm. The nursery provides funded early education for two-, three- and four-year-old children.

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