

Ditton Early Years Centre

Dundalk Road, Widnes, Cheshire, WA8 8DF



Inspection date

22 February 2017

Previous inspection date

19 November 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

- The managers and staff team work very well together. They are all committed and passionate about delivering high standards of care and learning. Children's well-being is at the heart of the ethos of the centre and is supported well.
- There is a strong focus on providing a consistent approach to children's care and development. For example, regular detailed discussions and assessments are shared with parents to continue their learning at home. Staff work with nursery school teachers to complement children's development, experiences and interests outside of the centre. This contributes to the good outcomes that children achieve.
- The managers reflect and evaluate the provision. Together with other professionals, such as their local quality worker, they clearly identify strengths and areas for future improvement. The views of staff, parents and children are fully included. There is a good focus on the continuous drive for change and improvement.
- Staff gain relevant information from parents when their child first starts. They interact well with children and are sensitive to each child's emotional needs. This is evident throughout all age groups. Staff offer reassuring cuddles to children and encourage them to join in group activities. This helps promote to children's self-esteem and self-worth.

It is not yet outstanding because:

- Occasionally, staff do not recognise opportunities that occur during babies' play to promote their sensory exploration further.
- Supervision sessions are not used as effectively as possible to identify clear and precise targets for increasing the teaching skills of individual staff.

What the setting needs to do to improve further

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

- make the most of opportunities as they occur to offer more support and encouragement to babies to explore and develop their sensory skills
- enhance the current arrangements for supervision sessions and provide staff with clear targets that will help to improve their teaching skills even further.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and deputy manager. She looked at relevant documentation and evidence of the suitability of staff working in the centre.
- The inspector spoke to a number of parents during the inspection and took account of their views.
- The inspector had a tour of the centre.

Inspector

Kellie Lever

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff work closely with other professionals and follow relevant guidance. They understand the procedures to follow should they have any concerns about children's safety or welfare. Comprehensive induction procedures and regular meetings generally support staff to understand their roles and responsibilities. The management team monitors children's progress consistently. They quickly identify any concerns in children's development and put targeted support plans in place. Furthermore, they analyse the data of different groups of children that attend and adapt the environment accordingly. This is particularly effective for children who have special educational needs and disabilities.

Quality of teaching, learning and assessment is good

The well-qualified staff are friendly and enthusiastic. They know children well and plan suitable, challenging activities that support their future learning and capture their interests. Children develop good communication and language skills. Staff extend babies understanding of names of objects and toys that they play with. Older children have many interesting conversations with staff and with their friends. They are confident to share their views and acquire good listening and thinking skills. Staff show a good range of skills that will support children in their learning. For example, they encourage younger children to explore with sand, demonstrating how to use certain tools and allow them the time to explore their own ideas. This contributes to children being motivated to learn and holds their concentration for longer periods of time.

Personal development, behaviour and welfare are good

The centre is a warm, caring environment. Children are well behaved and develop good social skills and interact well with their friends. Hygiene routines fully support children's understanding to wash their hands before meals. Staff talk to children about healthy lifestyles. This is further promoted as children enjoy fresh air and daily play outdoors. For example, children take turns in throwing and batting balls and enjoy balancing games to help their coordination and physical skills. Children talk about where birds live and what they eat to survive. This extends children's understanding of nature and the world around them.

Outcomes for children are good

Children delight in independently exploring a wide range of resources that covers all the areas of learning. Their mathematical skills are promoted and children competently count and show determination to solve problems as they build structures with blocks. Children give meaning to marks as they sign themselves into centre and practise their early literacy skills. All children make good progress in their learning and develop the skills that they need when they move on to school.

Setting details

Unique reference number	EY280132
Local authority	Halton
Inspection number	1064540
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	54
Number of children on roll	72
Name of registered person	Halton Borough Council
Registered person unique reference number	RP903528
Date of previous inspection	19 November 2013
Telephone number	0151 424 4687

Ditton Early Years Centre was registered in 2004. The centre employs 14 members of staff. All of whom hold appropriate early years qualifications at level 2 and above. The centre opens from Monday to Friday, for 52 weeks of the year with the exception of the Christmas period and bank holidays. Sessions are from 8am until 6pm. The centre provides funded early education for two-, three- and four-year-old children.

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