

# Grimsby Central Daycare

Central Childrens Centre, Edward Street, Grimsby, DN32 9HL



## Inspection date

4 December 2017

Previous inspection date

12 September 2016

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 manager and staff have the children and their families at the heart of everything they do. Children are treated as individuals and have their needs met well in this nursery. There is a clear dedication and commitment to improving children's outcomes.
- The manager places high priority on safeguarding children. Safeguarding policies and procedures are comprehensive and implemented consistently by the manager and staff. The manager is highly vigilant and responsive to any child protection concerns.
- Partnerships with parents is good. Staff regularly update them on their children's achievements and what they are learning next. Parents are supported to extend children's learning at home through a range of strategies, such as take home bear and resources, to take home.
- Children behave well. Staff are positive role models of good behaviour. They place a high priority on helping children gain valuable social skills. Staff encourage good manners and help children to play cooperatively.
- Staff actively promote healthy eating. They provide parents with comprehensive display guidance about what healthy foods to use in children's lunchboxes and what constitutes a healthy diet for young children.
- The manager and deputy lead the nursery well. They have a clear view of the nursery's strengths and can identify any areas for further development. They work closely with the local authority to consistently improve.

### It is not yet outstanding because:

- Occasionally, for some children, staff do not reshape activities to help them to extend their learning and become highly motivated and eager to join in.

## What the setting needs to do to improve further

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

- reshape some activities and consider the varied ages and abilities of the children taking part, to help them be highly motivated and eager to join in.

### 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 nursery deputy manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to several parents during the inspection and took account of their views.

### Inspector

Sharon Alleary

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The manager carries out ongoing suitability checks to ensure that children are always cared for by suitable adults. The manager provides staff with opportunities for support and guidance. She implements supervisions and observations of practice for each member of staff to help enhance their performance. The manager encourages staff's continuous professional development. For example, she invited a guest speaker to talk to the staff in the nursery. The manager knows how individual children are achieving, she checks staff observations and tracking to maintain accuracy. Furthermore, the manager monitors groups of children to help identify and close any gaps in their learning. She uses additional funding well. For example, to provide meals for children. This helps to improve outcomes for children.

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

Qualified staff complete observations and accurate assessments of children's learning and development. This helps to provide a clear overview of what children can do and what they need to learn next. Staff in the baby room are kind and caring. Their sensitive nature encourages the babies to engage in play and exploration. Babies babble and begin to say recognisable words. Staff repeat the babbles and subtly introduce a new word which helps babies to develop their early language skills. Staff weave mathematical concepts into children's daily routines. They count the number of plates and cups they need for snack and staff ask the children, 'and one more makes?'. Children focus and join in with popular songs with actions. Staff use a prop bag to further engage them.

### Personal development, behaviour and welfare are good

Children enjoy their time at the nursery. They form strong emotional bonds with their key person and other members of staff. Staff create a clean, welcoming environment where children are safe and supervised well. Staff encourage children to be independent. They afford them privacy when going to the toilet, while being close at hand if they are needed. Children develop an awareness of how to keep themselves safe. Gentle reminders from staff help them to understand how to use space, such as walking indoors. Staff have attended relevant first-aid training and they are fully aware of how to deal with any incidents or accidents.

### Outcomes for children are good

Children, including those who receive funded education and children who speak English as an additional language, achieve well. They make good progress from their starting points throughout their time at the nursery. Staff work well with other professionals to support children who have special educational needs and/or disabilities. Together, they develop targeted plans to meet children's individual needs. Children show good physical skills, steering the wheeled toys around outside and climbing up and sliding down the equipment. Children practise their early writing skills in various situations. Children of all ages listen and concentrate well in group activities. Children develop the skills and confidence they need to be independent and successful learners ready for school.

## Setting details

<b>Unique reference number</b>	EY482892
<b>Local authority</b>	North East Lincolnshire
<b>Inspection number</b>	1118333
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	81
<b>Number of children on roll</b>	85
<b>Name of registered person</b>	For Under Fives Limited
<b>Registered person unique reference number</b>	RP907030
<b>Date of previous inspection</b>	12 September 2016
<b>Telephone number</b>	01472488900

Grimsby Central Daycare registered in 2014. The nursery employs 16 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 3 and above, including the manager and deputy manager with early years professional status. The nursery opens from Monday to Friday all year round, closing for one week at Christmas. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2017

