

Judy Clark Childcare

West Marsh Children's Centre, Macaulay Street, Grimsby, N.E.
Lincolnshire DN31 2ES



Inspection date	16 October 2018
Previous inspection date	23 April 2015

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

The provision is good

- The manager uses self-evaluation systems well to help identify strengths and areas for improvement overall.
- Staff engage well with the children. They ask children questions, comment on what the children are doing and demonstrate new skills to help them achieve well.
- Managers and staff are positive role models. They teach children how to treat others with kindness and respect. Children develop good manners and understand the importance of sharing with their friends.
- Staff are consistent in their approach to managing children's behaviour. They provide children with lots of praise and talk to them about their own and others' feelings.
- Parents are informed regularly about their children's achievements and receive good guidance to support their children's learning at home.

It is not yet outstanding because:

- At times, staff do not organise group activities to the highest level to encourage children to remain engaged and focused in their learning.
- The management team does not consistently involve parents enough when evaluating the provision.

What the setting needs to do to improve further

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

- review the organisation of small-group times to maximise learning opportunities for all children
- extend opportunities for parents to be involved in the self-evaluation of the provision, to help raise the quality even higher.

Inspection activities

- The inspector observed children taking part in a range of activities indoors and outdoors. She spoke to staff and children at appropriate times throughout the inspection.
- The inspector had a tour of the nursery and outdoor areas with the manager.
- The inspector conducted a joint observation and held a meeting with the manager.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector checked evidence of the suitability, qualifications and training of staff.

Inspector
Anita Walker

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. All staff have secure knowledge of the procedures to follow should they have concerns around a child. They access regular training and know how to actively promote children's safety and welfare. The manager regularly risk assesses the setting and staff are deployed well to ensure children are always supervised. Recruitment and induction procedures are robust. Supervision meetings and other discussions provide regular ongoing support and training to all members of staff. The manager monitors the progress made by individuals and groups of children. Planning ensures that children continually make good progress from their starting points. Self-evaluation is effectively used to continually enhance and improve the provision. For example, staff have turned playhouses into outdoor reading and sensory areas, to build children's interests. Parents speak highly of staff, particularly how well informed they are of their child's care and development.

Quality of teaching, learning and assessment is good

Children enjoy exploring the indoor and outside areas. They are able to access the resources they need to support and extend their play. Children of all ages are able to make choices and develop their independence. The well-qualified staff know the children well and have a good understanding of how children learn. Staff carry out ongoing observations and use this information to plan interesting activities which support children's next steps in learning. Staff use songs and rhymes to engage children and support their emerging communication and language skills. Children enjoy joining in with group games where they sing songs and join in with actions.

Personal development, behaviour and welfare are good

Staff create a welcoming and friendly atmosphere where children and parents feel at ease. Children are happy and settled, and they seek out staff to join in their play. Staff are sensitive to children's emotional needs and help them to understand the thoughts and feelings of others. Children paint pictures of faces, while staff talk to them about the emotions involved. Children have plenty of opportunity for outdoor play to develop their physical skills. The range of resources and activities provided covers the different areas of learning and children can access these independently.

Outcomes for children are good

All children, including those for whom the provider receives additional funding, make good progress from their starting points. They learn important skills to help them to be ready for their move on to school. Children are confident and make good friendships. They communicate effectively and share their ideas.

Setting details

Unique reference number	205560
Local authority	North East Lincolnshire
Inspection number	10071060
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 11
Total number of places	24
Number of children on roll	53
Name of registered person	Judy Clark Childcare Committee
Registered person unique reference number	RP518591
Date of previous inspection	23 April 2015
Telephone number	01472 326 818

Judy Clark Childcare registered in 1993. The setting employs 10 members of childcare staff, all of whom hold appropriate early years qualifications, including one with early years professional status. The setting opens from Monday to Friday all year round. Sessions are from 8am until 5.45pm. The setting provides funded early education for two-, three- and four-year-old children.

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