

Inspection of Dinky Daycare And Holiday Club

Savile Estate, 38 Saville Centre, 32 The Town, Dewsbury, Yorkshire WF12 0QZ

Inspection date: 29 July 2021

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision is inadequate

The manager does not implement robust recruitment procedures. She does not ensure those working with children are suitable. This puts children's safety at risk. Furthermore, she does not put effective staff induction procedures in place. Staff do not receive regular supervision sessions. They are not clear about their roles and responsibilities. In addition, the manager does not ensure staff implement the setting's curriculum. When key persons are absent, other staff are not aware of what it is that children need to learn next. This means that children are not provided with challenge as they play.

Staff do not differentiate activities to support all children to remain focused and engaged in their play. For example, toddlers join in with songs and rhymes at the beginning of the activity but, as the play goes on, they become distracted, roll around on the floor and lose interest in the learning on offer. That said, children are happy and, overall, behave well. They have warm, positive relationships with staff, and go to them freely for hugs and if they are upset. Children join in with conversations that interest them. For instance, they talk with staff about trips to the beach and how they might find seaweed.

What does the early years setting do well and what does it need to do better?

- Staff do not consider the age range of children during activities and support all children to remain focused and engaged, particularly toddlers, during song time activities. Despite this, older children show suitable levels of confidence and join in with conversations. Children join in with songs, rhymes and stories. Older children share their imaginary thoughts. For example, they laugh with staff and their friends as they talk about what they would do if they found a dinosaur on a farm.
- The manager has identified and addressed some areas of development within the setting. This includes providing more experiences for children to develop their mathematical understanding. For instance, staff now encourage children to count and match numbers as they play. Despite this, the manager does not use assessment well to check what children know and can do and to inform teaching. This means that children are not prepared well enough for their next stage in learning.
- Babies show a keen interest in books. Staff share stories with them and encourage babies to join in. For instance, babies copy actions and repeat sounds. Staff provide suitable opportunities for children to develop their communication skills. Babies make animal sounds as staff point to various pictures in books.
- The manager does not carry out regular supervision sessions with staff. Although staff complete some online training courses, the manager does not

ensure their teaching continually improves. Staff do not implement the setting's curriculum. They do not provide good challenge to children as they play and help them to make the best possible progress.

- The manager does not provide effective induction training for new staff, such as apprentices, so that they have a clear understanding of their responsibilities. She does not follow safe recruitment procedures to check that staff are suitable for their role. This puts children's safety at risk.
- Parents offer friendly compliments for staff. They value the outings and opportunities that their children have to travel on public transport. Parents report that their children have opportunities to be active. Staff take children on trips to the local park and play gyms. The manager and staff plan the curriculum well to support and enhance children's physical development and understanding of the community around them.
- Children manage their personal care needs well. They learn how to wash their hands after playing, before food and after toileting. Children enjoy healthy snacks and freshly prepared meals. They talk to others about what they have eaten. This helps to promote children's understanding of how to lead a healthy lifestyle.

Safeguarding

The arrangements for safeguarding are not effective.

The manager does not follow secure vetting procedures for the recruitment of her staff. This puts children at risk of harm. Despite this, the manager and staff have a suitable knowledge of the possible signs and symptoms of abuse. They know what procedure to take should they have a concern about a child or adult. The manager and staff are aware of the possible indicators that suggest a child or family may be exposed to radical and extreme views. The manager and staff take appropriate steps to keep children safe when on outings.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
implement secure vetting procedures to ensure staff's suitability to work with children	19/08/2021

implement effective arrangements for the supervision and coaching of staff that focuses on children's development and assessment to promote the interests of children and support staff to continually improve their knowledge and teaching skills	29/10/2021
improve the induction process, so that when a child's key person is absent, staff who are taking that role know children's next steps in learning and support them to make good progress.	29/10/2021

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

- consider the age range of children when planning group time activities, to make sure that all children remain engaged and focused on their learning.

Setting details

Unique reference number	2561554
Local authority	Kirklees
Inspection number	10202490
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 9
Total number of places	17
Number of children on roll	25
Name of registered person	Brook, Lyndsey
Registered person unique reference number	2561553
Telephone number	07305628691
Date of previous inspection	Not applicable

Information about this early years setting

Dinky Daycare And Holiday Club registered in 2019. The nursery employs 10 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3 and above and one is unqualified. The nursery opens Monday to Friday, all year round. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Jane Tucker

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in her evaluation of the setting.
- The inspector held several discussions with the manager, who is also the provider. She looked at relevant documentation and evidence of the suitability of staff working at the nursery.
- A learning walk was completed with the inspector and the manager and they discussed the early years provision and the aims of the curriculum.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the manager.

We carried out this inspection 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.

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