

Inspection of Dinky Daycare And Holiday Club

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

Inspection date: 31 January 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Children enjoy their time at the nursery where staff provide a safe, well-resourced learning environment. Children are free to select items and instigate their own play. They are keen to explore and take part in the broad range of activities on offer. Children's behaviour and attitudes are good. Staff are positive role models. They are respectful to children and are calm in their manner. All staff use sensitive and age-appropriate methods for managing unwanted behaviour. They frequently praise the children for being kind, for example giving their toy to a friend to make them happy. This supports children's confidence and self-esteem. Children have positive attitudes to learning. They like trying new activities, such as catching a floating number in water and then catching the same number of floating ducks. Children are prepared to stick at tasks they have chosen for themselves. For instance, they persevere to write letters in their name and make pictures out of magnet shapes. Children are independent. On arrival, they take off their shoes without being prompted, and readily tidy away toys to avoid trip hazards.

Overall, staff have good expectations for children's learning. They know the children well and can confidently talk about their capabilities and interests. Staff can recognise any children who may be falling behind. In the room for under-twos, staff consistently provide children with challenging next steps for development and high-quality interactions. However, at times, staff in the toddler and pre-school age group discuss their plans for children's learning but do not fully implement the support and guidance children require to achieve these. For example, when staff ask questions, they do not always give children time to practise verbalising their ideas or offer problem-solving skills to extend their learning even further.

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

- Since the last inspection, the provider recognised that she is less skilful in some areas of nursery management. She has, therefore, appointed an experienced full-time manager who seeks and receives good support from the provider to make identified necessary improvements. For example, they have changed the layout of the nursery to enable all children to access the whole curriculum. This secure self-evaluation process now forms the basis of a working action plan for improvement, which accurately reflects the current strengths and weaknesses of the nursery. New changes to tracking and planning children's individual progress are in place, and arrangements for supervising and monitoring staff practice have improved. However, these are not yet fully established and robust enough to ensure that all children make the best possible progress.
- Staff support children's speech and language development effectively. They talk to children throughout the day to extend their vocabulary. Group times are managed well. Children build on their communication skills and learn to listen to

others. Children of all ages engage well in imaginative play, based on their own experiences. For instance, three children giggle as they pretend to read each other a bedtime story.

- Children develop strong attachments with their key person, who is linked to a special buddy. As a result, parents know who will be caring for their child. Staff who care for babies do so with love and warmth, and are clearly dedicated.
- Staff successfully support children's developing self-care skills and encourage good hygiene routines. For instance, all babies proudly use a spoon to feed themselves, and staff introduce toilet training to younger children. Children have daily opportunities to be outdoors on walks and trips in the local community. Staff teach children about healthy food choices.
- The team works well together to promote positive relationships between staff, parents and children. Parents comment that their children's confidence, speech and social skills have improved since the last inspection. However, these partnerships are sometimes too focused on children's care needs. Staff do not fully encourage parents to support their children's learning at home.
- Parents cannot currently enter the premises, due to the COVID-19 pandemic. However, the provider and staff maintain trusting relationships with families and provide much-needed support to some of the most vulnerable families in the community. When needed, staff work with partner agencies to ensure children's individual needs are identified and well met. This ensures that these children have a consistent approach towards their care and learning.

Safeguarding

The arrangements for safeguarding are effective.

The provision has improved the safeguarding arrangements since the previous inspection. The welfare of children is now a priority for the provider, management and team. Staff participate in regular child protection training and understand the local authorities' safeguarding arrangements. Staff know what to do if they have a concern about a child. The provider and the manager have a good understanding of safe recruitment procedures and notification requirements. They check staff's ongoing suitability to work with children and monitor this regularly.

What does the setting need to do to improve?

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

- continue to embed the recently updated systems for children's assessment and planning, to help promote all children's progress as fully as possible
- monitor the quality of teaching more closely, to help ensure standards are raised to a consistently high level
- strengthen arrangements for communicating with parents, to share even more information and support children's learning at home.

Setting details

Unique reference number	2561554
Local authority	Kirklees
Inspection number	10206116
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	0 to 10
Total number of places	20
Number of children on roll	31
Name of registered person	Brook, Lyndsey
Registered person unique reference number	2561553
Telephone number	07803447359
Date of previous inspection	29 July 2021

Information about this early years setting

Dinky Daycare And Holiday Club registered in 2019 and is situated in Dewsbury, West Yorkshire. The nursery employs 10 members of childcare staff. Of these, one holds a relevant childcare qualification at level 6 and seven hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday, all year round, apart from two weeks over Christmas and New Year. 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
Jan Harvey

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the manager and has taken that into account in their evaluation of the setting.
- A learning walk was completed by the inspector and the manager. They discussed the early years provision and the aims of the curriculum.
- The inspector completed two joint observations with the manager and held a discussion with the provider. She spoke with staff, children and parents, and took account of their views.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working at the nursery.
- The inspector viewed the provision and discussed the safety and suitability of the premises. She viewed accident records, first-aid certificates and the complaint record.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, or email 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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022