

# Inspection of Cleethorpes Childrens Centre - Reynolds

Machray Place, Reynold, Cleethorpes DN35 7LJ

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Inspection date: 23 August 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Outstanding
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children are safe and happy in this welcoming nursery and show that they feel comfortable with the staff. Staff are friendly and professional and provide a nurturing environment. They sit with babies and offer cuddles while they drink their milk. Older children are reassured by staff when apprehensive of loud aeroplanes flying over. Children's individual care needs are met swiftly. For example, staff are observant of when nappies need to be changed.

There is a strong focus on developing children's communication and language skills. There are books and cosy corners for children to enjoy a story. Staff sing a variety of rhymes with children, who enjoy joining in with the actions. Staff bring stories to life. For example, an area in the baby room has been set up around a popular story. Children delight in talking about the different animals. This supports the development of children's communication and language skills effectively.

Children have lots of opportunities to develop their physical skills inside and outside. Older children have access to bicycles and stepping stones to allow them to practise their balancing skills. There is also an indoor climbing frame. Babies and toddlers have plenty of space to crawl around and practise walking. Children's behaviour is consistently good. Staff encourage good manners and are good role models.

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

- The manager makes sure that the nursery is inclusive and welcomes all children. Staff implement effective and individualised care plans for children with special educational needs and/or disabilities. Effective multi-agency working takes place and staff attend regular meetings with other agencies. As a result, these children make good progress.
- The manager uses additional funding effectively to support children further. For example, staff have used funding to care for chicks, which has supported children's communication and language during discussions about how they hatch and grow. This also supported children's understanding of the life cycle and the natural world.
- All children are allocated a key person and a 'significant other' to take charge in their absence. Personal care routines, such as nappy changes, are carried out by the key person, which supports attachment. However, the key-person system is not fully effective. For example, when a child first starts at the nursery, their key person is not always present. Therefore, children do not settle into nursery as quickly as they could.
- Partnerships with parents are good. Parents are happy with the care provided by the nursery. They say that they are well informed about their children's learning

and daily experiences at the nursery. For children who have been attending a while, parents have made good bonds with their child's key person.

- The manager has a clear vision of what needs to be improved in the nursery. She has already identified some areas for development. For example, they have recently introduced more books, resources and activities to support children's understanding of diversity and a variety of cultures.
- Less-experienced staff are supported by more-experienced mentors. The manager has ensured that she has carried out supervision sessions with the staff since being appointed. Staff feel well supported and report high levels of well-being.
- The staff ensure that they seek the views of children and parents. For example, parents complete questionnaires when their children leave the nursery. Children have had the opportunity to vote for their favourite nursery logo. This ensures that everyone in the nursery has their voice heard.
- At times, children are encouraged to be independent. For example, they are encouraged to access their own bags and coats and can go to the bathroom freely, with adequate supervision. However, opportunities to develop children's independence are sometimes overlooked, especially at snack and mealtimes. For example, while children clear their own plates, they are not encouraged to serve their own meals and snacks or pour their own drinks.
- Effective provision results in children making good progress. Staff collect information from parents when their children first start and observe children to find out what they already know and can do. As a result, staff plan and provide activities that closely match children's learning needs and interests. Staff follow children's lead. For example, an activity develops from drawing around children's hands to drawing around themselves and discussing what makes them unique.

## Safeguarding

The arrangements for safeguarding are effective.

Staff confidently identify potential signs which may indicate a child is at risk of harm or abuse and know how to record and report them swiftly. Staff are aware of the process to follow if they have a concern about one of their colleagues. There is an adequate number of staff with first-aid qualifications on site at any time to ensure that any incidents are dealt with promptly. The manager knows how to recruit staff safely and there are processes in place to ensure that all those working in the nursery are suitable and remain suitable. The manager provides a detailed induction so that staff are aware of the policies and procedures in the nursery and complete mandatory training.

## What does the setting need to do to improve?

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

- improve the key-person system so that children settle into the nursery as quickly as possible
- provide even more opportunities for children to develop their independence skills, especially at snack and mealtimes.

## Setting details

<b>Unique reference number</b>	EY469543
<b>Local authority</b>	North East Lincolnshire
<b>Inspection number</b>	10117681
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	54
<b>Number of children on roll</b>	87
<b>Name of registered person</b>	North East Lincolnshire Council
<b>Registered person unique reference number</b>	RP902208
<b>Telephone number</b>	01472324903
<b>Date of previous inspection</b>	25 March 2014

## Information about this early years setting

Cleethorpes Childrens Centre - Reynolds has been operating for several years and re-registered in 2013 due to a change of ownership. The nursery is now run by the local authority. It operates from purpose-built premises in Cleethorpes, Lincolnshire. The nursery is open from Monday to Friday all year round, except for bank holidays and a week at Christmas. Sessions are from 8am to 6pm. Children attend for a variety of sessions. Children are cared for in two main rooms and have access to an enclosed outdoor play area. The nursery employs 21 members of staff. Of these, one member of staff holds early years professional status, two members of staff hold early years degrees, and 16 members of staff hold relevant qualifications from level 2 to level 5. There are two unqualified members of staff. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

## Information about this inspection

### Inspector

Amy Whiting

## Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the nursery.
- The manager and the inspector had a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children interacted with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual and manager about the leadership and management of the nursery.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector carried out a joint observation of group activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.
- The inspector viewed the nursery and discussed the safety and suitability of the premises.

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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