

Inspection of Ditton Early Years Centre

Dundalk Road, Widnes, Cheshire WA8 8DF

Inspection date: 25 October 2022

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

The provision is good

The children are confident and motivated to learn in this warm and nurturing setting. Leaders have acknowledged the impact of the COVID-19 pandemic and have adjusted the curriculum to meet children's needs. They have organised the setting well, so that all children benefit from smaller group sizes. This supports most children's needs. Staff and leaders prepare children well for their next stage of learning by ensuring children gain good communication, language and literacy skills. For instance, staff read a variety of stories, including dual-language books, to teach children new words. This supports children who are learning English as an additional language. Staff sing songs and rhymes to babies, who repeat actions and simple words such as 'star'. This supports children's language skills further.

Staff are very positive role models for children. They are calm, fair and share group rules with children. Children behave well; they learn respect, to follow rules and to take turns. Toddler children identify dangers, highlighting to staff, 'It is wet; we might fall,' when milk is spilt during snack time. When older children make potions in the heavy-duty plastic tray and there is only one scooper, staff model practice, saying 'your turn'. The children are praised with 'good listening' and 'good sharing' throughout the activity. Staff provide gentle reminders when required, and even younger children are starting to understand how their actions can make other people feel. Children and babies form warm and secure attachments with their dedicated key persons.

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

- The special educational needs coordinator is knowledgeable in her role. She makes timely referrals for additional funding and actions support from other agencies. Any concerns about children's development are shared with parents. As a result, these children are well supported and are making good progress.
- Leaders think about children's learning needs and interests when planning the curriculum. They have considered the impact on the children following the COVID-19 pandemic and have a focus of communication and language development within all activities. All staff are trained and effectively implement screening tools to support children with their communication and language development. Staff communicate well with the children and introduce lots of new vocabulary, such as 'orca'. Children are developing effective communication skills.
- Staff feel very well supported. They find the leaders very approachable and responsive to any requests or support with planning the curriculum. Leaders hold meetings and have regular supervisions with staff. However, leaders are still developing their supervision process. They have not consistently been able to observe staff and provide them with coaching and specific targets on their

practice. As a result, on occasions, the learning intentions identified for children during activities are not fully implemented. Some activities can be dominated by more confident children, and quieter children find it harder to take part.

- Children are able to do things for themselves. For example, they wash their own hands, pour drinks and chop their own fruit during snack time. Children find their own shoes and help to tidy up at the end of play sessions. Independence skills are promoted well throughout the setting.
- Parents are happy with the support provided by the nursery. Staff keep parents well informed about their children's progress in effective ways. For instance, staff provide information on children's progress verbally and through secure software apps. Some parents are given targeted support so they can continue children's learning at home, for example activities to support speech development.
- Leaders regularly review all aspects of how the setting operates. They have a good understanding of its strengths and weaknesses. The leadership team sets clear goals to build ongoing improvements. For example, leaders aim to strengthen children's understanding of mathematics and are holding a training day to support this.
- Staff explain the meanings behind special cultural and religious events. Toddler children paint using cotton buds and discuss colours they can see in the rangoli patterns. Pre-school children make oil lamps using play dough and sequins. Staff introduce new language and explain what they represent for the Diwali celebration. This helps prepare children for life in modern Britain.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a robust understanding of child protection procedures and know what to do when helping protect children from harm. Staff are clear on the signs that raise concerns about a child's welfare. All staff are confident with the procedure to follow when reporting concerns. This includes allegations made against a colleague and broader safeguarding issues, such as the 'Prevent' duty. Staff attend regular safeguarding training to update their knowledge. Staff supervise children well and complete daily safety checks, both indoors and outdoors, to ensure children's safety at all times. Staff can be seen brushing up sand and explaining to the children why they are doing this.

What does the setting need to do to improve?

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

- improve the supervision of staff practice so that their intentions are clearer within activities, enabling them to support children's learning further
- ensure the individual needs of all children are met, especially those who are

quieter and find it harder to express what they want.

Setting details

Unique reference number	EY280132
Local authority	Halton
Inspection number	10233643
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 3
Total number of places	54
Number of children on roll	48
Name of registered person	Halton Borough Council
Registered person unique reference number	RP903528
Telephone number	0151 424 4687
Date of previous inspection	22 February 2017

Information about this early years setting

Ditton Early Years Centre registered in 2004. The centre employs 15 members of staff who all hold appropriate early years qualifications at level 3. The centre opens from Monday to Friday, for 52 weeks of the year, with the exception of the Christmas period and bank holidays. Sessions are from 8am to 6pm. The centre provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Katie Bonney

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The deputy managers led the inspector on a learning walk, discussing the early years curriculum.
- The inspector carried out a joint observation with the deputy manager of older children taking part in physical exercise.
- The inspector observed the provision's practice, considering the quality of the education and its impact on the children's progress and development.
- Parents shared their views of the setting with the inspector.
- The inspector spoke with staff and discussed safeguarding knowledge.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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