

Inspection of Grimsby Central Daycare

Central Childrens Centre, Edward Street, Grimsby DN32 9HL

Inspection date: 18 October 2023

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

Staff warmly greet children and parents as they arrive at the nursery. This helps children to feel settled and calm as they start the day. Staff spend dedicated time with children when they first start, sensitively providing reassurance and offering experiences that engage them. As a result, children demonstrate that they feel secure as they receive care and attention that is tailored to their individual needs.

Children behave well. This is because staff skilfully help children to learn about the daily routines and the nursery rules for how to behave. For example, staff consistently redirect unwanted behaviours by positively stating instead what children should do. Because of the many successful ways that staff guide children, they like to do things for themselves and demonstrate a positive 'can-do' attitude. Children choose whether they want to play inside or outdoors. They are inquisitive learners, who explore the environment and choose their own play with confidence. Children climb on car tyres, build with crates and squeal in delight as they chase bubbles around the playground. They explore pumpkins and use spoons to scoop out the seeds. Children use magnifying glasses to hunt for bugs and proudly show staff the worms and snails they have found. Staff encourage children to work together and provide opportunities to help children develop new skills. For example, children actively engage in an activity with ice, where they work together to rescue toy insects who have been trapped in blocks of ice. They use hammers and tools safely and confidently.

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

- The manager and her deputy provide strong leadership to a team of skilled and very committed staff. As a team, staff strive to provide high-quality care and education for all children. Managers value and encourage staff's professional development. This enables staff to continue to develop their knowledge and skills and implement an ambitious curriculum.
- Managers are effective in reviewing the nursery to ensure that all children make progress. There are effective systems in place for the completion of school transitions and the progress check for children aged between two and three years. This supports staff to identify any needs for children and their families early.
- Children with special educational needs and/or disabilities (SEND) are provided with extra support throughout their time at the nursery. Children receive one-to-one support when required. The special educational needs coordinator (SENCo) works closely with other professionals and parents to plan appropriate targets for each child to support their continuous development. Furthermore, staff use funding appropriately. For example, the manager and the SENCo have developed a sensory area to meet children's individual learning needs. Children

with SEND make good progress.

- Children who speak English as an additional language are well supported. They learn quickly through daily singing, sharing of books and sign language. Staff support families to share key words in their first language so that children have a sense of belonging in the nursery. As a result, children quickly make progress in their language skills.
- Children build on their vocabulary as they sit and listen to stories together. They become thoroughly involved as staff repeat familiar phrases from the stories and learn new words, such as 'bricks' and 'straw'. Staff introduce children to a rich variety of language through stories and songs. They skilfully ask children questions and allow them time to think and express themselves during play.
- Staff ensure that lunchtimes are a calm and social occasion for children. They provide tasty and healthy meals for children. However, leaders have not worked closely enough with parents to ensure that children's packed lunches are healthy and nutritious. This impacts on some children's awareness of the importance of a healthy diet.
- Staff know the broad aims for children's learning and place a particular focus on children's personal, social and emotional development. However, during some adult-led activities, staff do not focus clearly on the most important learning they want children to achieve.
- Parents are very complimentary about the nursery. They say that their children feel at ease when attending. Parents appreciate the information that staff share with them about their child's progress.
- Staff help children to develop their skills in mathematics. Children use numbers in everyday play. For example, they use wooden ladybirds to count the spots and develop number recognition and their understanding of sequences.

Safeguarding

The arrangements for safeguarding are effective.

Managers ensure that safe recruitment procedures are followed and that ongoing suitability checks are in place. This helps to ensure that staff continue to be suitable to work with children. Managers provide regular training opportunities to ensure that all staff have a secure knowledge and understanding of safeguarding and child protection procedures. This includes knowing how to recognise the signs and symptoms of possible abuse. Staff know who they would contact to seek advice and how to raise any potential concerns. Staff undertake appropriate risk assessments to help minimise any potential risks. Staff's knowledge, and the processes they follow, enables them to safeguard children from potential abuse.

What does the setting need to do to improve?

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

- work in partnership with parents to promote children's good health even further with regards to healthy food choices
- support staff to fully understand the intent behind the curriculum to more precisely identify, and plan for, individual children's learning needs.

Setting details

Unique reference number	EY482892
Local authority	North East Lincolnshire
Inspection number	10295245
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	2 to 4
Total number of places	71
Number of children on roll	48
Name of registered person	For Under Fives Limited
Registered person unique reference number	RP907030
Telephone number	01472488900
Date of previous inspection	4 December 2017

Information about this early years setting

Grimsby Central Daycare registered in 2014 and is located in Grimsby. The nursery employs 12 members of childcare staff. Of these, 10 staff hold appropriate early years qualifications at level 3 and above, including the manager and the deputy manager with early years professional status. The nursery opens during term time, from 9am to 3pm, Monday to Friday. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Rachael Barrett

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 deputy manager and has taken that into account in their evaluation of the nursery.
- The deputy manager explained the curriculum intentions to the inspector during a learning walk.
- The deputy manager and the inspector observed and evaluated an activity together.
- The inspector sampled relevant documents and reviewed evidence of the suitability of staff.
- The inspector observed staff and children throughout the day.
- Parents shared their views with the inspector through discussion.

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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