

Inspection of Judy Clark Childcare

West Marsh Children's Centre, Macaulay Street, Grimsby, N E Lincolnshire DN31
2ES

Inspection date: 5 February 2024

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

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 in the nursery. The learning environment has been reorganised to make resources more accessible to children. This means they can make more choices about their play and learning. For example, children choose their own craft materials. Children play outside in the fresh air every day. They develop their physical skills and learn to risk assess when they balance on and jump off crates. They participate in team games where they learn to throw and catch a ball.

Familiar daily routines, such as taking responsibility for tidying away their toys, help to prepare children for school. They begin to develop their independence in self-care, such as putting on their coat for outdoor play. In general, children are encouraged to wash their hands before they eat and after using the toilet. However, hygiene routines are not fully embedded to ensure children understand why good personal hygiene is important.

Children behave well. They learn to share, take turns, and play cooperatively. For instance, children enjoy building towers together using large and small reels. They laugh excitedly and clap when their tower falls down and they have to rebuild it. Unwanted behaviour is managed with patience and age-appropriate guidance. This means children develop a secure understanding of right and wrong.

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

- Key staff promote children's emotional well-being during settling-in sessions. They supervise new children as they start to explore the environment and play alongside other children. Staff are on hand to give a cuddle and comfort if children are unsettled. However, staff do not communicate effectively. This means children do not always receive good support when their key person is absent from the setting. In addition, during child-led play, children do not always benefit from high-quality interactions with staff. This results in children wandering at times, with little focus for their play and learning.
- Staff work closely with other professionals to support children with special educational needs and/or disabilities. They share information to ensure strategies for promoting children's development are implemented effectively. With effective support from key staff, these children make good progress. Staff also share information with other settings children attend. This promotes continuity for children.
- Leaders know where the gaps are in children's learning, and they have clear intentions for what they want children to learn. However, the curriculum is not embedded to ensure all staff have a clear understanding of what children know and need to learn next. This means they do not consistently plan challenging

and enjoyable experiences for all children in all areas of learning and development. In addition, key staff do not collect enough information to ensure they have a clear understanding of what children already know and can do when they start nursery. This means children's learning is not targeted to their individual needs from the outset.

- During adult-led activities, staff promote children's learning well overall. For instance, they play 'Kim's game' using animals the children are interested in. The game promotes children's thinking skills, recall and memory. They listen to instructions and concentrate well. Staff present children with good levels of challenge to promote their progress.
- Staff promote children's problem-solving and mathematical skills when they build towers using reels. Staff explain they need 'one more'. They talk about the tower being higher and taller. Staff encourage children to work together. Children develop their critical thinking when they consider if a big reel will balance on top of a small one. Staff use praise and encouragement to promote children's perseverance. Children develop their resilience to setbacks as they keep trying.
- Staff use sign language, pictures and physical gestures to help children who struggle to communicate through spoken language to convey their wants and needs. During adult-led activities, staff introduce new words to children. For instance, at story time, they talk about 'swishy swashy' grass and 'thick, oozy mud'. However, staff do not consistently model or encourage language for children throughout their play and learning. Consequently, children are not supported to make the best possible progress in their communication and language development.
- Parents are positive about their relationships with staff. They say their children settle easily and are comfortable with the staff. They say the nursery is a friendly place for children to come. Staff discuss some healthy practices with parents, such as providing a balanced and nutritious packed lunch for children.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
embed consistent hygiene routines for children so they fully understand why personal care is important	04/03/2024

continue to improve staff's interactions with children so all children benefit from high-quality interactions in their play and learning	04/05/2024
embed the curriculum so all staff have a clear understanding of what children know and need to learn next and plan a challenging and enjoyable experience for all children in all areas of learning and development	04/05/2024
collect more information from parents and/or carers when children start in the nursery so that key persons have a clear understanding of what children already know and can do from the outset	04/03/2024
ensure key persons communicate effectively with other staff so that all children have the support they need in their play and learning when their key person is absent from the setting	04/03/2024
broaden the use of language with all children throughout their play and learning so they are supported to make the best possible progress in their communication and language development.	04/05/2024

Setting details

Unique reference number	205560
Local authority	North East Lincolnshire
Inspection number	10324564
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 10
Total number of places	24
Number of children on roll	35
Name of registered person	Judy Clark Childcare Committee
Registered person unique reference number	RP518591
Telephone number	01472 326 818
Date of previous inspection	6 September 2023

Information about this early years setting

Judy Clark Childcare registered in 1993. The setting employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above. The setting opens from Monday to Friday, during term time, and can offer holiday care if there is enough demand. Sessions are from 8am until 5.45pm. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Nicola Dickinson

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Children and staff spoke to the inspector during the inspection. Staff discussed arrangements for their ongoing training and professional development.
- The manager and inspector carried out a joint observation during children's play.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to parents during the inspection and took account of their views.

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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