

Inspection of Broadway Children's Centre Daycare

Broadway, GRIMSBY, South Humberside DN34 5RS

Inspection date: 17 May 2024

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Staff provide children with a very safe and caring learning environment. There is an effective key-person system in place. Children have positive relationships with all staff. They settle immediately. Staff provide support to children that are quiet. They offer them reassurance and encouragement to engage in activities. Staff provide safe spaces where children spend time with staff expressing their feelings. Children are extremely happy and content. Staff role model good behaviour. They listen to children and respect their views, and children copy this behaviour. From a young age, children share resources. They go and fetch resources so their friends can join in activities with them. Children tidy up before moving on to another activity. Their behaviour is good.

Staff implement a balanced curriculum. Their interactions with children are of a high quality. Staff are skilled in engaging in children's play and further developing their communication and language. For example, when children play in water with dinosaurs, staff teach children about what dinosaurs eat and the noises they make. They talk about the different sizes. Staff use large expressive body movements and signs, modelling how dinosaurs move. Children copy and stomp. This enhances children's early language skills. Children learn rich new language, such as 'T-rex', 'barosaurus' and 'raptor'.

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

- Overall, staff sequence children's learning. For example, they encourage babies to move from bottles to beakers. Older children hang up their coats and take their shoes off. However, staff do not support older children to independently access drinks. At mealtimes, they support children to pour a drink but the water jugs are too large and heavy for children to independently use. Staff do not always the mirror skills which children need for school, such as how to use cutlery. This limits children's independence and opportunities to develop the skills they need to learn for their move on to school.
- Staff provide children with exciting opportunities to develop their large and small muscles. They use scoops to transfer foam into containers. Babies learn to balance on ride ons. Older children develop skills to use pedals on bicycles. Children play with balls and bean bags. Staff challenge children by placing a bucket for them to aim and throw the bean bags in. Children climb a wooden structure and learn about risk. They help their friends to get to the top by creating steps using large tyres. Children are deeply engaged.
- Staff support children to gain an understanding of mathematics. Staff encourage babies to explore shape sorters. They learn about shape, colours and develop problem-solving skills. Children thread cubes onto pipe cleaners, counting as they do so. They excitedly sing songs to embed early numbers. Older children

learn about height when they measure themselves. Children are appropriately challenged.

- Staff encourage children to use their imaginations. Children turn pots and pans into musical instruments. Staff ask thoughtful questions about the noise they make and encourage children to be creative.
- Staff are skilled in the early identification of children's needs. They complete timely assessment and individual weekly targets. Staff complete targeted interventions to develop children's attention and concentration. They use sign language and props to communicate with children with special educational needs and/or disabilities. Managers uses additional funding well. For instance, they purchase items so all children can enjoy all areas of the curriculum.
- Partnership working is good. Staff have links with parents, schools and professionals to support children's continuity of care. They share information with parents at drop-off and collection times, and through an online app and newsletter. They share with parents about what their children are learning and how their day has been. Staff support on how they can extend their child's learning at home. Parents report information sharing is good.
- Managers ensure that staff receive focused and effective professional development. Staff have regular supervision sessions. They feel valued and appreciated. This impacts positively on the care and education which they provide for all 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 further improve the quality of the early years provision, the provider should:

- support staff to maximise opportunities for older children to develop the skills they need for their move on to school.

Setting details

Unique reference number	EY337669
Local authority	North East Lincolnshire
Inspection number	10339248
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	1 to 5
Total number of places	47
Number of children on roll	74
Name of registered person	For Under Fives Limited
Registered person unique reference number	RP907030
Telephone number	01472488260
Date of previous inspection	6 July 2018

Information about this early years setting

Broadway Children's Centre Daycare registered in 2006 and is located in Grimsby. The nursery employs 16 members of childcare staff. Of these, 11 staff hold appropriate early years qualifications at level 3 or above. The setting opens all year round, Monday to Friday, except for bank holidays and one week between Christmas and New Year. Sessions are from 8am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jackie Ward

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 manager completed a learning walk with the inspector and discussed the early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- Parents shared their views of the setting with the inspector.
- Children communicated with the inspector during the inspection.

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 2024