

Inspection of Children's Place Dewsbury

Dewsbury & District Hospital, Halifax Road, DEWSBURY, West Yorkshire WF13 4HS

Inspection date: 6 March 2025

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

Children show enthusiasm about their learning and are keen to participate in all activities that are available. Children progress in this stimulating environment. Staff consider children's individual needs and capabilities when planning activities. They create individual education plans where necessary to support children's skills for transition. The nursery has an ethos of inclusive practice and supports children with special educational needs and/or disabilities well. Staff focus on children's personal, social and emotional development, self-confidence, resilience and school readiness in the nursery. Children behave well.

Staff plan for children by using what they observe children doing and taking account of their interests. They encourage children to explore sensory activities. For example, babies investigate baked flour and water in a large tray, toddlers engage in baking gingerbread biscuits and pre-school children play with dough. This supports children's understanding of different textures, as well as helping to develop their gross and fine motor skills. Staff encourage all children to engage with books to develop their literacy skills and support their love of reading. Each room presents activities that support children's love of books and encourage them to read. For example, staff read to groups of children, which is followed by group discussions about a book of their choice.

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

- Leaders offer continuous support, encouragement and guidance to the staff team. They have strong practices in place to promote staff's well-being. This includes development and training opportunities within the nursery, as well as opportunities for discussions and reflection. Staff are able to share their views and ideas during team meetings to consider ways to improve their provision.
- Staff work in partnership with other professionals and help children to focus their learning. They also use their knowledge of children to focus on specific areas of development, including communication and language. Staff provide additional targeted support in identified areas to enhance children's development.
- Partnership working with parents and carers is a strength of the nursery. Parents comment on the nursery's inclusive practice and its promotion of diversity. Staff invite them to contribute to an online application that provides opportunities to share relevant information. Parents receive information about what their children are learning about at the nursery, as well as their daily care routines. This supports children's personal development.
- Staff provide children with healthy and nutritious meals. They plan opportunities for children to develop their physical skills. Older children run, jump, climb and play in the sandpit and with the mud kitchen in the outdoor area. Children also ride tricycles and other wheeled toys and engage in mark-making activities.

Babies are also able to ride rockers and tricycles, as well as do painting.

- Children show good levels of concentration and hand-eye coordination when using scissors to cut paper. They also sit quietly and listen attentively to stories that staff read to them. Staff use their voices in an enthusiastic manner to engage children in the stories. Children demonstrate positive behaviour and attitudes towards their learning.
- Children develop their independence skills well in the nursery. For example, they are able to self-serve their lunch, pour their own drinks and use appropriate cutlery when eating. Staff consider children's development and independence appropriately, according to their capabilities and maturity before transitioning to the next room or on to school. This promotes children's self-awareness, self-confidence and resilience.
- Staff use children's interests to inform their curriculum planning and future activities. This is based on the observations they make throughout the day. Although staff consider children's development stage when delivering activities, in order to support children, staff do not always reflect effectively on the impact of the activities they deliver. For example, staff do not use their observations consistently to assess the impact on children's development. As a consequence, children's individual next steps in learning are not always precise.

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:

- assess the impact of planned activities to plan more precisely for what individual children need to learn next.

Setting details

Unique reference number	311401
Local authority	Kirklees
Inspection number	10376087
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 4
Total number of places	51
Number of children on roll	77
Name of registered person	The Children's Place Ltd
Registered person unique reference number	RP520747
Telephone number	01924 512077
Date of previous inspection	16 May 2019

Information about this early years setting

Children's Place Dewsbury registered in 1991 and is located in Kirklees. The nursery employs 16 members of childcare staff. Of whom, 12 hold appropriate early years qualifications at level 2 and above. The nursery opens from Monday to Friday, all year round. Sessions are from 6.45am until 6pm. The nursery provides government funded childcare.

Information about this inspection

Inspector

Marie Briggs

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- Children spoke 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 observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The manager and the inspector carried out a joint observation.
- Parents shared their views of the setting with the inspector.
- 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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