

# Child Dynamix Community Nursery – Preston Road



Little Stars Children's Centre, 95 Preston Road, HULL HU9 3QB

<b>Inspection date</b>	28 May 2019
Previous inspection date	15 August 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Leaders accurately identify aspects of the provision that require further improvement. They document this in an action plan where they demonstrate accountability for specific tasks. However, leaders do not make sure that this plan is regularly reviewed in order to assess the impact it is having for the children.
- The support that staff offer to families who have children with special educational needs and/or disabilities is a particular strength of this setting. Children's needs are identified swiftly. Existing positive multi-agency partnerships are utilised effectively to offer a good package of support.
- The manager makes good use of team meetings to deliver training to staff. This improves their practice, which in turn has a positive impact on children's outcomes. However, the manager does not ensure that all staff are offered regular opportunities to discuss their roles and responsibilities. This includes discussions about improving staff's own effectiveness, and any concerns that staff may have.
- The children and babies in the setting are happy, independent and well behaved. This demonstrates that they feel safe and secure.
- Parents speak very highly of the staff at the setting, although not all parents are aware of their child's key person. Many families have used the setting for several years, with older siblings returning to attend the holiday club.
- The staff make accurate assessments about what children can already do and already know. They plan activities that continue to challenge children.
- Leaders have recently made changes to the deployment of staff. The recognised skills of individual members of staff are utilised effectively to promote best practice.

## What the setting needs to do to improve further

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

	Due date
enhance the consistency and effectiveness of supervision arrangements; ensure that all staff regularly discuss professional development, the quality of their teaching, and their knowledge and understanding of safeguarding matters.	28/06/2019

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

- further develop the existing key-person system to ensure that parents are kept fully aware of any changes to their child's key person
- regularly review the action plan in order to assess the impact being made on the quality of the provision.

### Inspection activities

- The inspector observed all areas of the setting indoors and outdoors.
- The inspector spoke to parents, staff and children at appropriate times during the day.
- The inspector viewed a sample of relevant documentation, including records of children's development and evidence of the suitability of staff.
- The inspector evaluated the quality of teaching, including a joint observation of practice carried out with the manager.
- The inspector met with the management team to discuss the leadership of the setting.
- The inspector observed the experiences for children attending the setting.

### Inspector

Louise Goodger

## Inspection findings

### Effectiveness of leadership and management is good

This inspection was conducted as a priority because Ofsted received information that raised concerns about the setting. These concerns were explored by the inspector. Leaders promote equality and diversity in the setting. This is demonstrated by the high expectations they have for all children, whatever their ability. The support for children with special educational needs is effective because the special educational needs coordinator is highly organised, tenacious and ambitious. She supports other staff to implement effective strategies to support children. Staff are aware of their responsibilities to keep children safe and know what to do if they have any concerns. Leaders have embedded safer recruitment procedures to ensure staff are suitable to fulfil their roles. Additional funding received by the setting to support children is used effectively. For example, staff provide maths and technology resources to promote learning in these areas.

### Quality of teaching, learning and assessment is good

The quality of teaching and learning overall is good. More skilled staff support their colleagues by encouraging them to recognise good practice. Staff promote mathematical language consistently. For example, one child excitedly tells her friends how she has counted 51 beads. Another group of children discuss measurements, including what a 'dash' of milk is when they are baking. Staff working with babies respond to their non-verbal cues, as well as 'babble'. Stories and singing are used in all areas of the setting to promote children's language skills. Some children who have language delays benefit from staff using some basic sign language to support speech.

### Personal development, behaviour and welfare are good

A newly developed system ensures that staff request information from parents about their children when they first start at the setting. This means that staff can help the children settle quickly. They are able to recognise what the children like, what they can already do, and how to support them. Children are able to play indoors and outdoors. Both areas are resourced and planned to encourage independence and appropriate risk taking in their play. The food, drink and snacks provided for children are healthy, balanced and nutritious. Parents are offered guidance about aspects such as healthy eating, dummy use and child safety in the home.

### Outcomes for children are good

All children, including those with special educational needs, make good progress in their development. Staff praise children for the achievements that they make, both in the setting and at home. They are aware of the next steps in each child's development and, together with parents, they support the children to continue to achieve. Children leave the setting well prepared for the next stage in their learning.

## Setting details

<b>Unique reference number</b>	EY307681
<b>Local authority</b>	Kingston Upon Hull City Council
<b>Inspection number</b>	10107258
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	52
<b>Number of children on roll</b>	118
<b>Name of registered person</b>	Child Dynamix
<b>Registered person unique reference number</b>	RP908043
<b>Date of previous inspection</b>	15 August 2014
<b>Telephone number</b>	01482 790277

Child Dynamix Community Nursery - Preston Road registered in 2001. It is owned and managed by Child Dynamix, a registered charity. The nursery operates from Monday to Friday between the hours of 7.30am and 6pm during term times, and from 8am until 6pm during school holidays. There are a total of 18 staff who work directly with the children. Of these, 17 hold appropriate early years qualifications at level 3 and above. The nursery provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted 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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