

Inspection of Child Dynamix Community Nursery – Preston Road

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

Inspection date:

26 February 2025

Overall effectiveness	Good
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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 experience a stimulating environment, where their interests are central to the setting's approach. Staff are committed to supporting children's happiness and emotional well-being. They are good role models, who want the best outcomes for children. Staff have developed a broad curriculum that is focused on developing children's curiosity, resilience and independence. For example, babies explore a wide range of sensory materials, such as cornflour and cereal. Children preparing to move on to school gain the skills they need. They learn to be independent and know the routines well. For example, staff encourage children to complete tasks on their own and confidently set the table.

Children are continuously busy and motivated learners. They make good friendships and enjoy playing alongside each other. Staff support children's emotional well-being by offering praise and reassurance when children need it. They interact warmly during care routines, such as nappy changing and rest times. Children of all ages gain exceptional learning opportunities as staff use the environment around them to ignite children's understanding of the world. For instance, children learn about community events and experiences as they go out in the community and explore the nearby shops and parks. This helps children to learn about the world around them.

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

- Managers and staff provide good support for children with special educational needs and/or disabilities (SEND). They are quick to secure support from other professionals and to involve parents and carers in discussions about children who need further support to meet their milestones. Staff know these children very well and use their strong ratios to work towards children's individual targets. As such, children with SEND make good progress from their individual starting points in development.
- Children who speak English as an additional language progress well. Staff liaise with parents and learn words in their home languages to help children to develop a good grasp of English. They use the recent introduction of resources, such as translation pens, to help to strengthen the two-way flow of information and authenticate the learning of new words.
- Staff guide children's behaviour through gentle reminders, such as using 'kind hands', when playing with others. They address behaviours that are not acceptable, such as pushing. Staff support children's understanding and explain why these behaviours are not acceptable. This helps to build on children's ability to regulate their actions and emotions.
- Staff support children to learn about healthy living. Children have daily opportunities to be active in the fresh air and develop their physical skills. Staff

provide children with healthy meals and fresh drinking water. They help children to understand about good oral health through planned activities and conversations. Toothbrushing is part of the daily routine for children from two years old.

- Staff have good relationships with parents and update them about their children's time at the setting in a range of ways. For example, staff speak to parents at the start and end of the day and add information to children's online learning records. Staff host termly parents' evenings, allowing more in-depth conversations about their children's progress. Parents are very happy with the care and education their children receive. They comment on the high levels of progress their children make and the wonderful relationships staff have with children.
- The manager gives staff many opportunities to continue their professional development. Staff meet regularly with managers to discuss best practice and identify training needs to further enhance their knowledge and skills. However, following staff's induction, managers do not always check that new staff have a deeper understanding of policies and procedures.
- Staff model language effectively through singing, and they read enthusiastically to children in groups. However, on occasions, staff use closed questions during children's explorations. This does not give children the time and space they need to think and results in them giving single word answers.

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:

- strengthen induction procedures for new staff to make sure that they understand the policies and procedures and are fully equipped with the knowledge they need.
- expand further on children's communication and language development, ensuring that they have time to think and respond to questions, so that they can explain what they know and understand.

Setting details

Unique reference number	EY307681
Local authority	Kingston Upon Hull City Council
Inspection number	10376554
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 10
Total number of places	48
Number of children on roll	128
Name of registered person	Child Dynamix
Registered person unique reference number	RP908043
Telephone number	01482 790277
Date of previous inspection	28 May 2019

Information about this early years setting

Child Dynamix Community Nursery - Preston Road registered in 2001. It is owned and managed by Child Dynamix, a registered charity and located in Kingston Upon Hull. The setting operates during term time, from 7.30am and 6pm, Monday to Friday. It is open from 8am until 6pm during the school holidays. There are a total of 12 staff who work directly with children. Of these, all staff hold appropriate early years qualifications at level 2 and above, including one member of staff who holds qualified teacher status. The setting provides government funded childcare.

Information about this inspection

Inspector
Julie Dent

Inspection activities

- The inspector went on a learning walk with the manager of all areas of the setting and discussed the early years curriculum and the expectations for children's learning.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector spoke with parents, staff and children at appropriate times during the inspection and took account of their views.
- The inspector looked at a sample of relevant records and documentation, including evidence of staff's suitability and training.
- The inspector carried out a joint observation with the manager.

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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