



## Yellow Wellies

Inspection report for early years provision

<b>Unique Reference Number</b>	EY332323
<b>Inspection date</b>	20 September 2006
<b>Inspector</b>	Sharon Greener
<b>Setting Address</b>	Haswell Children's Centre, Church Street, Haswell, Co Durham, DH6 2DZ
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<b>Registered person</b>	Daypark Ltd
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care, Out of School care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

Yellow Wellies Nursery opened in 2006 and is one of two childcare facilities operated by Day Park Limited. It operates from self-contained facilities including two play rooms within the Haswell Children's Centre. It is situated in the Haswell area of Durham. The nursery is open each weekday, 51 weeks of the year, from 08.00 until 18.00. Out of school hours care is offered each week day during term time from 08.00 until 09.00 and 15.00 until 18.00. A playscheme is available each week day from 08.00 until 18.00 during school holiday periods. All children share access to an enclosed outdoor play area.

There are currently 34 children aged from five months to under eight years on roll. Of these 10 children receive funding for nursery education. The majority of children come from the local area. The nursery supports children who speak English as an additional language.

The nursery employs six staff members. Of these, five hold an early years qualification. One member of staff is currently working towards a childcare qualification and four staff are working towards a higher qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

The nursery is very clean and very well maintained to ensure a healthy environment is provided for the children. Five staff are trained in first aid and hold valid certificates. Staff have a satisfactory knowledge of the nursery's health policies and procedures and implement them well. This helps to promote children's well-being. Nappy changing facilities are clean and tidy and staff use disposable gloves and aprons and hand wash appropriately. Staff present as positive role models to the children. The children benefit from the use of regular hygiene routines to enable them to become familiar with suitable hygiene practices. Children show a developing awareness of the need to adopt good practice. For example, they wash their hands after visiting the toilet and before meals. This helps safeguard children's welfare.

The majority of staff hold a basic food and hygiene certificate. A varied and nutritious diet is provided for the children and the nursery promotes healthy eating. Fresh fruit and vegetables are provided each day and appropriate drinks are offered to the children at regular intervals throughout the day. Staff work in harmony with parents to ensure that children's individual dietary needs are well met. For example, babies are fed according to their individual routine. Each day parents are informed verbally and in writing about what children have eaten and drank. Staff help children to develop an awareness of healthy eating through discussion and activities. For example, children make their own pizzas and staff talk to them about the fresh ingredients and the benefits of a good diet. Staff make meal times social occasions and promote good table manners. Older children show a developing bodily awareness and know when they are thirsty, hungry or tired. All children are able to rest and sleep according to their own needs. This helps to promote and preserve children's well-being.

All children benefit from fresh air and exercise and have opportunities for outdoor play several times each day weather permitting. A suitable range of resources and activities are provided as appropriate to the age and ability of the children. All children are well supported and sufficiently challenged. This helps promote children's physical development and good health.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

The nursery provides a secure environment for the children. Appropriate safety equipment is in place, such as safety gates, socket covers and fire extinguishers. Regular fire drills are carried out, though a record of drills is not kept. Playrooms are very bright, spacious and well laid out. Equipment and resources are very clean and in good order. The manager completes a documented full risk assessment bi-annually. Staff carry out visual risk assessments of the premises, furniture and resources before children arrive each day. This process is ongoing through out the day to help safeguard children and maintain a suitable environment for them.

In general staff are sufficiently vigilant and safeguard children well. However, spillages such as sand are not always quickly cleaned up from the floor by staff. This does not effectively help to preserve children's safety.

Staff are well deployed and supervise children closely. This enables children to move freely and independently both indoors and outdoors within the constraints of safety. Staff have a satisfactory awareness of relevant policies and procedures, such as the evacuation procedure and the supervision of visitors. Staff have a sufficient understanding of their role and responsibility regarding child protection. This helps to protect children from harm. Children are helped to develop an understanding of danger by staff that give simple and clear explanations of ground rules. For example, the need to pick up unused toys from the floor as someone may trip and hurt themselves. Older children are beginning to take responsibility for preserving their own safety and that of others. This is shown in the way that they work carefully together to build structures with the extra large wooden bricks and show regard for the personal space of others when playing together at the sand tray. This helps children to stay safe.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Children settle quickly and are well at ease in the nursery environment. They relate appropriately to those less familiar to them and build warm relationships with staff and peers. Children are interested in the resources and learning experiences provided and are beginning to make confident choices about their activities. Self-esteem is developing well. This is demonstrated in the way children proudly show their paintings and pictures to staff and visitors.

All children under three benefit from access to a satisfactory variety of resources and activities. Including those of a sensory nature to support and enhance their development. This has a positive impact on children's achievements. Early communication skills are given high priority. Staff listen closely to children and give lots of eye contact. They actively encourage children to communicate whether through spoken words, gestures or facial expressions. Children respond readily and with confidence. For example, children in the two to five-years-old group are eager to talk about their pets or their favourite animal. Older children are able to describe their pets in detail as they draw pictures of them.

Staff working with children under three years-old have a satisfactory understanding of the 'Birth to three matters' framework. They use the framework sufficiently well to support their practice. All key workers regularly monitor and record information about children's developmental progress. This information is used well to further progress children's learning and development.

Children attending the out of school hours facility and holiday playscheme have access to a suitable variety of activities and resources. Children attending the playscheme are taken on regular outings. At present only one or two children access these services.

### **Nursery Education.**

Children receiving nursery education are cared for in a large playroom alongside children over the age of two-years-old. The room is divided into different areas to accommodate various

types of play. Each area is well laid out and well resourced. Child friendly storage systems are in place and boxes are labelled to help children to select their own activities. The quality of teaching and learning is satisfactory. Staff have a good enough understanding of the Foundation Stage guidance and stepping stones. They plan a variety of purposeful and developmentally appropriate activities and learning experiences, which cover all six areas of learning. Key workers regularly monitor and record children's developmental progress and have a good knowledge of each child's individual stage of development. The information gleaned is used well enough by staff to shape and inform future plans. Staff make good use of open ended questions to encourage children to extend their thinking and ideas. Many activities are repeated to enable children to consolidate their learning.

Children are confident speakers and express themselves readily. Their listening skills are developing well and they can follow simple instructions and enjoy listening to stories. Children show an interest in written words and text and enjoy looking at flash cards with staff. They are beginning to recognise frequently used key words, for example, the days of the week. Children are beginning to recognise and name some letters, such as those in their name. They are starting to link letters to letter sounds and do so when sounding out the names of animals for example. However, children need to be further encouraged to access and use books independently on a regular basis. Children have regular opportunities to practice early writing skills, which are developing well. They enjoy creating pictures, draw simple shapes and some are beginning to form recognisable letters and attempt to write their name unaided. Children count from one to ten with confidence. For example, when counting the number of children sitting on the carpet at group time. Children are beginning to show an emerging awareness of concepts. such as addition, subtraction and weight. They are able to recognise when a container is full or empty, can identify heavy objects and know which group of items has more or less. A suitable selection of resources are provided to help promote children's awareness of diversity, the wider world and how things live, grow or work. For example, they are able to operate computers unaided or with minimal help from staff. Children express themselves creatively through a variety of activities and media, such as model making, painting, printing, collage, sand, water, music and movement. Children are well supported and sufficiently challenged. They make satisfactory progress and staff give priority to supporting children's creative and personal, social and emotional development.

### **Helping children make a positive contribution**

The provision is satisfactory.

All children are valued as individuals. This is demonstrated in the way staff manage the admission of individual children to the nursery. Parents are encouraged to complete several visit to the nursery with their child to enable them to meet key staff and become familiar with the environment. This helps children to settle quickly. Children have access to a satisfactory range of suitable resources and equipment. Their independence skills are developing well. This is shown in how they select and use toys and resources with increasing confidence and purpose. Children show a positive attitude towards others and interact warmly with staff and peers. They show regard for others in the way that they willingly share toys and take turns when playing board games. Staff promote and manage children's behaviour well through the use of age

appropriate strategies. Children respond positively to staff and are beginning to show an understanding of right and wrong. Their behaviour is good.

The nursery has appropriate procedures in place to support children who speak English as an additional language. Staff show a satisfactory understanding of how to support children with learning difficulties or disabilities and some staff have previous experience of caring for children with such needs. A suitable selection of resources to aid in the promotion of diversity is available. Children benefit from regular outings into the local community or to places of interest. This helps to develop their awareness of the local environment and the wider world. The setting fosters children's spiritual, moral, social and cultural development.

Partnership with parents and carers is good. Parents receive comprehensive written information about the nursery and the policies and procedures in place, the 'Birth to three matters' framework and the Foundation stage. Copies of the daily routines and the policies and procedures are displayed in the nursery playrooms. Notice boards are well used to display other relevant information such as the registration and insurance certificates. Parents have access to their own child's records. They receive daily written and verbal feedback from staff about their child's progress and events of the day. Parents are encouraged to discuss their child's development with key workers and keep them informed of any pertinent information that may impact upon the care of their children. This enables staff to work in partnership with parents and in keeping with their wishes so as to meet children's needs. Positive feedback was received from parents who had completed a nursery questionnaire and through comments parents had written in greetings cards given to staff and displayed in the playrooms. Parents are complimentary about the service, the staff and the quality of care given to the children.

## **Organisation**

The organisation is satisfactory.

The leadership and management is satisfactory. The manager is well motivated and approachable. She works alongside staff each day and is a good role model to them. Staff are appropriately supported through a suitable induction process, team meetings, individual appraisal sessions and the 'open door' style of management used. They are willing to undertake training and review their practice to help improve the education and care given to the children. The majority of the required policies, procedures and record keeping systems are in place and are well organised and presented. However, the Ofsted contact details given to parents in the complaints information are incorrect, a record of fire drills is not kept and some staff do not know the location of all relevant records and documentation kept on the children. This does not effectively support the operation of the nursery. Staff show a satisfactory understanding of the policies and procedures. They work well together as a team and morale is good. This has a positive impact on the care of the children.

Staff working with older children show a good enough awareness of the curriculum guidance for the Foundation Stage and use it well. Staff working with children under three years-old have recently implemented the 'Birth to three matters' framework and use it sufficiently well to support their practice. Though some staff are not yet fully conversant with all aspects of the implementation of the framework. A satisfactory selection of resources and activities are provided and made accessible to the children.

Key workers regularly monitor and record children's individual developmental progress. They use this information well to plan a variety of developmentally appropriate activities to promote and enhance children's learning. However, following the observation and assessment of children, staff do not consistently record information detailing how they will extend and progress children's learning and development on an individual basis. This does not support planning systems effectively.

Overall the provision meets the needs of the range of the children for whom it provides.

### **Improvements since the last inspection**

Not applicable.

### **Complaints since the last inspection**

Since the time of registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

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The quality and standards of the nursery education are satisfactory.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that a record of fire drills is kept
- ensure that the Ofsted contact details given to parents in the complaints policy are correct
- ensure that all staff are aware of the location of all relevant records and documentation kept on the children (also applies to nursery education)
- ensure that spillages are quickly cleaned up from the floor.

#### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure that the information relating to the extension and progression of individual children's development is consistently recorded to help staff to shape and inform future planning more effectively (also applies to care)
- further encourage children to access and use books independently on a regular basis (also applies to care).

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