

Yellow Wellies

Inspection report for early years provision

Unique reference number	EY360601
Inspection date	03/11/2008
Inspector	Noreen Elizabeth Appleby

Setting address	Avenue House, North Road, DURHAM, DH1 4HD
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Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Yellow Wellies is one of three nurseries managed by a limited company. It originally opened in 2004 and has been registered in the current premises since 2008. The nursery operates from a two storey building in the centre of Durham. The entrance has ramped access and children have use of an enclosed outdoor play area. The setting serves the needs of children from the local community and a wider surrounding area.

The nursery is open from 07.30 to 18.00, each weekday throughout the year except for public holidays and the Christmas holiday period. It is registered on the Early Years Register for a maximum of 52 children, at any one time. There are currently 36 children, aged from birth to under five years, on roll. Of these, seven children are in receipt of funding for nursery education. The setting also makes provision for children older than the early years age group, for which it is registered on the compulsory and voluntary parts of the Childcare Register. The nursery supports children who speak English as an additional language.

Fourteen members of staff are employed to work with the children. Of these, one holds a Foundation degree, 11 hold a level 3 childcare qualification and two hold a level 2 childcare qualification. Four staff are currently working towards higher qualifications. The setting receives support from the local authority and is a member of the National Day Nurseries Association.

Overall effectiveness of the early years provision

Children benefit from a safe, well-organised and child friendly environment which effectively provides interest, learning and enjoyment. Good communication with parents and carers enables key staff to know the children well. Each child is recognised and valued individually and staff strive to support their personal needs and special requirements well. There are no robust systems in place for completing nursery self-assessments but management and staff work closely together to identify targets for future improvements. They meet regularly to discuss relevant issues and evaluate the service they provide, to ensure it is responsive to the needs of all children and families who attend.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- continue to develop observations and assessments to ensure children achieve as much as they can in relation to their starting points and capabilities
- develop the ways in which parents, carers and other agencies are involved in the children's learning and contribute towards the assessment process
- further develop self-evaluation systems to maintain continuous improvement and enhance outcomes for children.

The leadership and management of the early years provision

Thorough recruitment procedures and formal induction methods safeguard children by ensuring staff are suitably vetted, qualified and experienced. Staff and management demonstrate enthusiasm and commitment towards their roles. Formal supervision and appraisals are completed to support staff and to identify their individual training needs, which contributes towards their professional development. Staff use training information well by utilising their improved knowledge to support and enhance outcomes for children.

There are suitable systems in place for continuously improving the nursery provision, although present self-evaluations do not rigorously identify key strengths and areas for development. Formal policy and procedure statements successfully underpin the day care and they ensure relevant information is consistently shared with new staff, parents and carers. Good working relationships are maintained with parents and carers. Information about the child's daily routines and progress is regularly discussed with them; however, parents, carers and other agencies involved in the child's care and learning, are not actively encouraged to provide information about the child's starting points or to contribute towards the assessment process. Therefore, children are not always effectively challenged and extended. Staff use questionnaires and daily discussion to seek the views of parents and carers. Positive comments have been received, which indicates that they are very happy with the quality of care and education provided.

The quality and standards of the early years provision

Staff demonstrate a good knowledge and understanding of the 'Early Years Foundation Stage' learning and development requirements. They use these documents competently to plan and provide a broad range of interesting play and learning opportunities for children, which help them to progress towards the early learning goals. Focussed activities support children's interests and general developmental stages; although, they do not consistently take account of each child's unique starting points and learning needs to ensure all children are always continually challenged and extended. Observation and assessment systems are consistently used throughout the nursery to track children's progress in line with EYFS practice guidance and to share information with parents and carers.

The nursery is well equipped and all childcare rooms are attractively organised to provide an interesting and stimulating environment. A good mix of adult-led and child-initiated activities enables children to work individually or to take part in small or large group activities. Staff allow the children time to initiate and extend their own play and ask or respond to children's questions and provide encouragement and praise. This motivates children to learn and enhances their play and learning experiences.

Children are happy and settled. They are forming good relationships with staff and peers and are learning to communicate well. Young children use gestures and body language to express themselves, whilst older children sometimes use complex

vocabulary to communicate effectively. Children are developing confidence and independence as they become involved in the life of the nursery, for example, by making choices, learning to feed themselves at mealtimes, or as they help to tidy toys away. Regular walks and outings help children to develop a good sense of community, whilst well-planned activities teach children about diversity and the wider world.

Children's welfare is well met. Annual risk assessments are completed and daily checks are carried out monitoring safety arrangements for children indoors and on outings. Children are taught good road safety routines when they are out walking with staff and they also practise the fire evacuation drill regularly. This helps them to learn good strategies for keeping themselves safe. Children are also learning how to maintain a healthy lifestyle, for example, as they practise good hand-washing routines or as they learn to make healthy choices during meal and snack times. Good outdoor opportunities ensure they have regular fresh air and exercise, which also enhances their health and wellbeing. Comprehensive sickness procedures are well used to contribute towards protecting children's good health. Parents and carers are advised of identified exclusion periods for children who are ill or have a contagious disease, which minimises the spread of infection. Staff have high expectations for children's behaviour. They act as good role models and have created a caring and considerate ethos within the group. As a result, children generally behave very well and demonstrate kindness and concern for one another.

Annex A: record of inspection judgements

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	Good
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Good

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	Good
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Satisfactory
How well does the setting work in partnership with parents and others?	Good
How well are children safeguarded?	Good

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Good
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	Good
How well are children helped to stay safe?	Good
How well are children helped to be healthy?	Good
How well are children helped to enjoy and achieve?	Good
How well are children helped to make a positive contribution?	Good
How well are children helped develop skills that will contribute to their future economic well-being?	Good

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration.

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.