

Yellow Dot Day nursery

Inspection report for early years provision

Unique reference number 511099
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Inspector Amanda Shedden

Setting address Cranbury Park, Hocombe Road, Chandlers Ford, Eastleigh,
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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 Dot Nursery is one of five early years settings run by Yellow Dot Limited. It opened in 2000 and operates from seven rooms in a purpose-built building in the Chandler's Ford area of Hampshire. A maximum of 62 children may attend the setting at any one time. The nursery is open each weekday from 07:45 to 18.00 daily. All children share access to a secure, enclosed outdoor play area.

There are currently 142 children aged from four months to under five years on the Early Years Register. Of these, 41 children receive funding for early education. Children come from a wide catchment area. The nursery currently supports children with learning difficulties and/or disabilities and also children who speak English as an additional language.

Overall effectiveness of the early years provision

Children are receiving excellent care and education. All the staff are fully aware of the Early Years Foundation Stage (EYFS) and they strive to ensure that children are learning through their play by planning interesting and worthwhile activities.

This is a fully inclusive setting where all children are acknowledged and supported to enable them to achieve to the best of their abilities.

Highly effective and continuously monitored systems lead to improvement. Excellent involvement with staff and parents ensures that the provider has an accurate understanding of the strengths and areas to develop of the provision. This results in a service that is responsive to the needs of all its users.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- clearly identify the children's next steps and ensure that all staff are made aware to enable children to continue to progress

The leadership and management of the early years provision

The high aspirations of the management team and the close communication with the staff ensure that there is excellent team work from all the adults, ensuring that they are all motivated and aspire to offer the children a high quality environment where children feel safe and secure.

Robust recruitment procedures are in place ensuring that all adults working with the children are suitable to do so. Effective induction procedures are in place to ensure that all new staff promote the children's welfare and safety.

All staff undertake core training such as first aid and child protection to ensure children are safe at all times. Other training needs are identified and training is sought to enable staff to keep their skills and knowledge up to date.

Regular monitoring of the nursery is undertaken by senior staff to ensure that the high standards are adhered to; development goals are identified weekly to improve the provision. Adjustments are made where necessary to improve the nursery for the parents and children. For instance, they have introduced early bird sessions due to the response of a parent survey recently undertaken and they are changing their food supplier to ensure the fruits and vegetables are locally sourced.

The partnership with parents is excellent. They are fully aware of the experiences their children are having. Communication with parents is a key strength of the nursery. Staff take the time each day to talk to parents about their child's day. In addition, younger children have daily sheets that are shared with the parents. The notices in the entrance hall and outside each of the playrooms ensure that the parents are fully informed of the topics and range of activities the children are having. There are termly consultations and parents receive written reports on their children that are linked to the six areas of learning. Parents are very supportive of the staff and appreciate the care and education their child receives.

The quality and standards of the early years provision

Children thrive in the stimulating and imaginative environment that is created for them by the highly motivated staff team. Staff are all enthusiastic and confident; their positive attitude helps children to feel confident, building on their self-esteem. Planning is undertaken by all the staff, whose knowledge of the children and their different stages of development ensure that they are offered a comprehensive range of activities and experiences that support children's learning. Each room has a dedicated staff team that get to know the children very well enabling them to support children as individuals; however, in some areas of the nursery their next steps have not been clearly identified. Their commitment to ensuring that children learn through their play, and their understanding of the early learning goals gives the children many opportunities to take part in a balance of adult led and child initiated play.

All children are supported in becoming independent; babies who can move around are able to choose from the resources that are out and once able, can point to boxes which have photographs on furthering their choices. Older children have photographs of additional resources to select from and the kindergarten children have their resources on low level open shelving which they can freely select from.

Children's imagination is supported through the inspiring role play corners that are changed regularly to keep children interested and stimulated. For instance, a favourite story is brought to life with boats large enough for them to sit in; the children were fully involved in making the background picture. Younger children have made appointment cards to support their play in the opticians, where staff have created the background to help children gain an understanding of shape and

colour. They love trying on the range of glasses, looking at themselves in the mirror and often laughing at their changed appearance.

Children are very confident; they develop very positive relationships with each other and the staff. They eagerly participate in the activities, they listen and respond well, staff give them time to answer, allowing them to think for themselves and contribute their own knowledge. Effective systems are in place to ensure that children have many opportunities to consolidate or further their learning. Babies are learning to sit and crawl, toddlers are beginning to use tools such as paint brushes and glue sticks, and older children learn their colours and shapes, and the oldest are progressing to writing their own name and understanding simple mathematical concepts.

Children use the gardens and the surrounding wood and parkland every day. Younger children are taken out in the garden or for walks and the older children have direct access to allow them to choose to play indoors or outside. The range of resources enhances the children's physical development; they have bikes, push and pull toys, balls and hoops and wagons to pull each other around in. This contributes to a healthy lifestyle, as they enjoy carefully balanced and nutritious meals and snacks which are freshly prepared each day on the premises.

Children behave very well, the staff are good role models promoting listening, respecting and being sensitive to each other's needs. Older children learn to negotiate with each other enabling them to play well together and younger children are beginning to develop an understanding and awareness of their own and other's needs and feelings. Children are aware of the golden rules, such as being kind to each other, using manners and not running. Staff use positive language to redirect a child's behaviour if needed.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is 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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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

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 the last inspection

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.