

# Yarnton Way Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY384110
<b>Inspection date</b>	06/02/2009
<b>Inspector</b>	Christine Lynne Hodge
<b>Setting address</b>	Bexley Academy, Yarnton Way, Erith, KENT, DA18 4DW
<b>Telephone number</b>	020 8320 7872
<b>Email</b>	
<b>Type of setting</b>	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).

## Description of the setting

Yarnton Way Nursery has been registered since September 2008 and is run by the Pre-School Learning Alliance. The nursery is situated in the primary section of the Bexley Academy, located off Yarnton Way in Erith, in the London Borough of Bexley. The nursery is a self-contained unit with a security system entrance. It consists of a baby unit with a milk kitchen and nappy changing room, a tot's room for children aged one to two years, a toddler room for children aged two to three years and a pre-school room for children aged three to five years. The nursery also has an office, staff room, parent's room, kitchen and toilet facilities, including a disabled toilet. There are two enclosed outside areas with safety surfaces.

The nursery is registered on the Early Years Register to care for a maximum of 84 children in the early years age range at any one time. There are currently 101 children on roll. The nursery opens from Monday to Friday from 07:30 to 18:30 all year round and children can attend on a full-time or part-time basis. A team of 27 staff, including the manager and deputy work, with the children. All staff hold a Level 3 or Level 2 qualification.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. The nursery successfully promotes children's welfare, learning and development. Comprehensive observation and planning means that children's individual needs are effectively addressed and enable staff to plan for the next steps in children's learning. Partnerships with parents are well established and staff ensure that parents are very much involved in their children's learning. Management is strong and regular self-evaluation by the manager and deputy ensures that any priorities for future development are promptly identified and acted on, resulting in a service that is responsive to the needs of all of its users.

## What steps need to be taken to improve provision further?

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

- increase positive image play resources and improve book provision throughout the nursery
- provide children with more opportunities to develop their information and technology skills.

## The leadership and management of the early years provision

The nursery is well organised to provide children with a safe, secure and stimulating environment in which they can learn and progress towards the early learning goals. Group rooms are effectively managed and overall resources and activities are well presented to encourage children to make choices and develop

their independence. Staff work well together as team and operate an open door policy to ensure that parents are made to feel welcome and have good opportunities to contribute to their children's learning. Parents are encouraged to share information about their children with their key workers and are provided with good information about the Early Years Foundation Stage and their children's progress and development. The nursery is committed to providing a fully inclusive service for all children and families. Staff work with the Area Special Needs Coordinator (SENCO) and named Nursery SENCO to implement Individual Educational Plans for children with identified learning difficulties and disabilities.

The management and staff team are committed to continually improving practice and outcomes for children. Several effective changes have already been implemented, including the relocation of staff, changes to the staffing structure and the introduction of team meetings and staff training. The self-evaluation form is also being used to monitor and evaluate strengths and weakness in the provision and an action plan has been devised to ensure ongoing future development. Comprehensive policies and procedures underpin the nursery's good practice and are used effectively to promote children's health, safety and welfare. The manager has good procedures in place to ensure that all staff are fully aware of their responsibility to safeguard children in line with Local Safeguarding Children Board procedures.

## **The quality and standards of the early years provision**

Children are well supported across all areas of their learning and development. Staff make good use of observation and assessment to plan for individual children and move them on to the next steps in their learning. Flexible, detailed planning which covers the six areas of learning includes a good balance of child-centred, adult-led and spontaneous activities. For example, staff take good advantage of the snowy weather conditions to introduce unplanned activities. Toddlers enjoy investigating snow and ice in the water trolley, older children have great fun outside discovering about the melting ice and indoors children enjoy making snowman pictures. Planning is based on each child's likes and interests and includes information about their starting points, gained from parents, when children first enter the nursery and at subsequent six weekly key worker and parent meetings.

Children can choose from a wide range of play resources, including a small selection that reflects positive images to help them learn about the wider world. Play resources are clearly labelled and easily accessible in each group room. However, the small range of books on offer does not fully engage children's interest. Adults sit with children at activities to support and extend their play. They help children to develop their language and thinking skills by talking to them and asking open ended questions. Children are developing good social and personal skills. Younger children are learning to share and take turns, while older children confidently organise their play together in small groups in the role play area, and pour out their own drinks. Staff act as good role models and encourage positive behaviour by giving children lots of praise and encouragement to promote their self-esteem. They provide children, throughout the nursery, with a good variety of

activities that encourage them to develop their imaginations and creativity. Children enjoy singing familiar songs, listening to stories, role play and various art and craft activities. Older children are learning to count and to recognise numbers, letters and shapes. Children have some opportunities to develop their information and technology skills through the use of telephones and a few electronic toys. Outdoor play is incorporated into daily planning to ensure children take part in regular physical exercise. Children learn about the wider community through visits from the emergency services, the celebration of different festivals and on trips to the Sure Start Family Centre for story-time.

The nursery ensures that children's health, safety and welfare are fully promoted. A very effective security system is in place to prevent unwanted visitors from gaining access to the building and children from leaving the premises unnoticed. The nursery environment is clean and well maintained and there are good procedures in place to prevent cross infection. Provision is made for children to rest and to take part in physical play on a daily basis. The nursery endeavours to ensure that children are provided with a healthy balanced diet and that individual special dietary requirements are catered for.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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](http://www.ofsted.gov.uk)

## **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.