

Yellow Dot Nursery

Inspection report for early years provision

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Inspector Susan Mann

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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 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

Yellow Dot Nursery is one of five early years settings run by Yellow Dot Limited. It opened in 2006 and operates from a purpose-built, single storey building in the residential area of North Baddesley, Southampton. The nursery is registered on the Early Years Register to care for 52 children in the early years age group at any one time. There are currently 104 children aged from four months to under five years on roll. Children from the surrounding areas attend for a variety of sessions.

The provision is open from 07:45 to 18:00, five days a week, for 51 weeks per year. The setting supports a few children with English as an additional language and children with learning difficulties. There are 20 staff at the nursery, including the manager and group manager. Of these, 17 are qualified in early years and two are working towards a qualification. The nursery receives support from the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. Children enjoy exceptional experiences that are wholly suited to their individual needs. The nursery is led by a dedicated management team who work collaboratively to maintain superb practice through continuous improvement. All management and staff are wholly committed to providing exemplary learning opportunities so that children make excellent progress whilst having fun. The nursery works closely with parents, external agencies and other providers of the Early Years Foundation Stage so that all children benefit from consistent and well-informed provision.

What steps need to be taken to improve provision further?

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

- continue to develop the provision using ongoing self-assessment to promote continuous improvement.

The leadership and management of the early years provision

The nursery has outstanding practice. The leadership and management team fully recognises the uniqueness of each child, and puts their needs at the heart of the provision. All members of the team have clearly defined roles which they perform with dedication and exceptional ability. Staff are highly skilled and committed to children's well-being. They receive very good support through frequent meetings, appraisals, and ongoing discussion, which enables them to perform their roles extremely well. An advisory teacher, employed by the Yellow Dot Group, delivers frequent guidance so that the curriculum is implemented successfully.

Staff take great pride in their work, and they work extremely hard to maintain exemplary practice so that children can flourish in their care. Children benefit from exceptional support because staff are deployed very well throughout the nursery. Staff work well in partnership with parents and with one another. For example, transition between rooms is a successful and happy experience for each child because of meaningful liaison to meet their needs. Staff have developed strong links with other providers of the Early Years Foundation Stage to enable all children to enjoy a collaborative approach to their care and education. The setting works particularly well with external agencies who come into the nursery to help support children with learning difficulties and/or disabilities. The special educational needs coordinator works closely with parents and agencies so that each child receives excellent provision which completely meets their needs and enables them to progress very well.

All policies and procedures are clearly written to provide a strong management framework. These are readily available for parents to read if they wish. Staff demonstrate very good knowledge of nursery policies and procedures which promotes consistent practice throughout. Children's safety and well-being is a priority for the nursery. All areas of the setting are checked through comprehensive risk assessments to minimise hazards. Outings are also subject to detailed risk assessment. Children's welfare is properly safeguarded because all staff are knowledgeable of the exemplary procedures in place.

All adults involved in the management and day-to-day operation of the nursery are wholly committed to a shared ethos where the child is top priority. A highly effective system of self-evaluation supports continuous improvement well, so that the provision constantly evolves and improves. The views of children and parents are part of this process. All recommendations raised at the previous inspection have been fully addressed.

The quality and standards of the early years provision

Children make exceptional progress towards the early learning goals in all areas of learning. Children demonstrate superb levels of engagement and enjoyment in each room of the nursery. In the kindergarten room, children display exceptional levels of attainment. All staff demonstrate an excellent knowledge of the Early Years Foundation Stage. They support children's learning extremely well through skilled interaction, encouraging children to think critically. Children are involved in planning activities, identifying ideas they are interested in and helping staff plan what the task will entail. This helps them to become motivated to learn because they are wholly involved in the process. For example, children enjoy drawing and cutting out buckets as part of their topic on the story of 'Jack and Jill'.

Children's learning is promoted by an exemplary system of comprehensive assessment and planning. Learning Journals accurately chart their progress and identify each child's next steps of learning across the curriculum. These steps are incorporated into the weekly curriculum planning to ensure that children have excellent opportunities to progress. Children enjoy a superb mix of adult-led and child-initiated play which gives them choice and encourages them to develop their

own ideas. Parents are closely involved in their child's learning through consultation meetings and general discussion, which fosters a well-informed process between home and nursery.

Throughout the nursery, children are wholly engaged in play that is nurturing their learning and development extremely well. For example, in the baby room, children develop their mobility. They purposefully move around the room to access toys and resources on their own which gives them great satisfaction. Staff are calm and demonstrate caring relationships with the children who are exceptionally content. In the toddler room, children are extremely confident. Staff are enthusiastic and ensure that children have lots of opportunities for movement and communication through play, music and group times.

Children free flow between the indoors and outdoors from both the transition and kindergarten rooms. All children throughout the nursery enjoy a wealth of outdoor play. These daily opportunities to play in the fresh air help promote children's general fitness and well-being. The outdoor environment has learning opportunities in all areas of learning. For example, two children play a game of football, demonstrating good physical skills as they kick and run around. Elsewhere, a child cuddles into a member of staff as they sit in the summerhouse reading a story, and nearby a child draws pictures at an easel. Children choose where they wish to play and what they wish to play with, which helps develop their independence and self-esteem.

Children thrive at the nursery. The cook prepares meals and snacks made from fresh and nutritious ingredients and individual dietary requirements are strictly adhered to. Children have plenty of space to play, eat and rest. The premises provide a superb environment for children, and each room promotes children's development and independence very well. Children use a wealth of excellent resources made from both natural and man-made materials. These are robust and attractive for children to use. They learn to stay safe, learning how to use scissors correctly and how to manoeuvre on tricycles to avoid obstacles.

Children demonstrate excellent relationships with one another. They enjoy one another's company and manage their behaviour extremely well. Staff are excellent role models for them to follow, demonstrating great respect for each child and always showing interest in what they are doing or saying. The nursery provides a very happy and welcoming atmosphere where every child can flourish in a settled and enabling environment.

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

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