

Yellow Dot Town Nursery

Inspection report for early years provision

Unique reference number	EY331705
Inspection date	26/05/2009
Inspector	Amanda Shedden
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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 Town Nursery was registered in 2006. It is one of five early years settings run by Yellow Dot Limited. It is situated in a central location in Eastleigh, close to amenities including a play park and a library, which are accessed by the children. It is registered to provide full day care for a maximum of 57 children at any one time on the Early Years Register. A variety of sessions is offered. Babies and toddlers are cared for on the ground floor and older children on the first floor of this two storey building. Children have access to a playground for fresh air and physical activities. There are currently 130 children from four months to under five years on roll. Of these, 51 children receive funding for nursery education. The nursery supports children with learning difficulties and/or disabilities and children with English as an additional language. The nursery opens five days a week throughout the year, except for a week closure over Christmas. The nursery receives support from a teacher from the Early Years Development and Childcare Partnership. The nursery employs 20 members of staff. Of these, 16 hold appropriate early years qualifications.

Overall effectiveness of the early years provision

The provision is outstanding. All children are making excellent progress towards the early learning goals. Staff are fully aware of the Early Years Foundation Stage and how children learn. The experienced and knowledgeable staff ensure that children are offered a broad range of flexible and purposeful activities that support their learning.

This is a fully inclusive provision that acknowledges each child is unique and they aspire to meet every child's educational and care needs.

The nursery has extensive monitoring systems in place to ensure they are able to identify any areas of improvement that are needed. They respond quickly to any suggestions that will be beneficial to the children.

What steps need to be taken to improve provision further?

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

- ensure that parents are made aware of their child's next steps to enable learning to be extended at home

The leadership and management of the early years provision

The dedicated, motivated managers and staff work together to create a high quality provision that responds to the needs of the children. Senior management monitor the provision effectively to ensure that all requirements, both legal and those that they have set themselves are in place. The commitment of all adults in the nursery, staff and management ensure that the children are offered a well

balanced, inspiring and caring environment.

Partnership with parents, carers and outside agencies supports the care of the children effectively, ensuring their needs are met. Parents are supportive of the nursery and are fully aware of the experiences their children are having through notices, daily reports and verbal feedback at the end of each day. However, they are not consistently informed about their child's next steps to enable them to extend their learning at home. They are given good quality information about the nursery and are very happy with the care their children are receiving. Parents are invited in twice yearly for formal consultations, however, staff make time each day to ensure that they are given feedback and parents are able to look at their child's records whenever they wish.

Arrangements for safeguarding children are robust, regularly reviewed very well managed and understood by those who work with the children. The robust procedures in place for the recruitment of staff ensure that all staff working with children are suitable to do so. There are comprehensive systems in place for the induction of new staff members that are worthwhile and support everyone in continually enhancing the children's welfare and learning environment.

The quality and standards of the early years provision

Children thrive in the friendly, exciting and inspirational environment that all the staff create for the children. Staff know the children well and enable them to learn through their play. They are confident in their knowledge of the Early Years Foundation Stage. They make excellent use of the observations they make on the children to ensure that not only do the focused activities provide opportunities for the individual children's next steps but their day to day interaction with the children encourages their progression.

Children are offered a well balanced curriculum across the six areas of learning both inside and outside. Their staff team work together very effectively and all members of the team take pride in ensuring that in their rooms the children, from the baby room to the kindergarten are offered a stimulating and caring environment where their individual needs are met.

Children have fun participating in a range of activities; babies enjoy the sensation of sand and handling the different textures in the treasure baskets, toddlers have great fun doing splatter painting, older children experiment putting their feet in the paint carefully walking across the paper leaving their prints and the kindergarten children make cakes talking about the changes that happen to the ingredients. All children use their imaginary and creative skills; they use the role play areas, young ones make tea and cakes, older children sit in the café using the menus to choose, other children write the orders down and take telephone calls whilst making the orders up. They converse together and where appropriate the staff join in to extend their learning. For instance encouraging young children's vocabulary and talking about numbers.

The nursery makes good use of the local facilities; they visit the shops to buy

ingredients needed for cooking, the local park to enhance their physical skills and the Children's Centre to enjoy a different environment. For instance the kindergarten children become fully engrossed in the range of messy play activities on offer. They respond excitedly to the different resources exploring the different textures of peat, shaving foam, soap flakes, melting ice blocks, sand, peat and a mixture of flour, oats and water. Staff interact with the children to encourage their vocabulary and knowledge asking them open-ended questions encouraging the children to describe what they are feeling and doing.

Children are kept safe through the routines and vigilance of the staff. When going for walks the children hold onto a walking rope, younger children are strapped into pushchairs. Children negotiate the stairs well and are aware to keep themselves safe by walking when inside and washing their hands at appropriate times. The babies are protected as they reach their milestones sitting, crawling and walking through the vigilance of the staff who ensure that they are protected as they try their new skills.

Children's behaviour is excellent; staff continually praise the children building on their self-esteem. It is the policy of the nursery that positive phrases are used with the children, and staff are skilled at turning negatives into positives making the staff good role models for the children.

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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