

Yellow Brick House (Woosehill)

Inspection report for early years provision

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Inspector Melissa Cox

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Type of setting Childcare on non-domestic premises

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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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.

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Description of the setting

Yellow Brick House Woosehill opened in 1989. It operates from a large open plan room in a community building on the outskirts of a private housing estate. The nursery has access to a kitchen, toilets and a large fully enclosed outdoor area. The nursery serves the needs of the local families; the intake reflecting the local community.

There are currently 68 children from two years to under five years on the register and of these 44 children are funded. The nursery is able to support children with special educational needs and/or disabilities, and children who speak English as an additional language. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

Children attend for a variety of sessions. The group opens for five days a week, during school term times. Sessions are from 09.00am to 12.20pm and afternoons 12.45pm to 4.00pm. The nursery are also open for a lunchtime session from 12.00 to 1.00pm on a Tuesday and Thursday.

There are 10 members of staff who work across all the age groups, all staff hold suitable childcare qualifications. The manager holds Early Years professional status.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

All staff who work within this nursery consistently drive wide-ranging improvements in outcomes for children, using an inclusive self-evaluation process and continual reflective practice of the service it provides. The nursery is effectively led and managed and reflective practice is fully promoted. There is strong emphasis on promoting inclusion for all children including those with special educational needs and/or disabilities, and children who speak English as an additional language. Caring, positive, relationships develop within a secure and enabling environment. Comprehensive monitoring systems build and track children's developmental progress and these ensure swift progress towards the early learning goals. Individual needs are recognised and met by highly competent staff, ensuring the safety and well-being of all.

What steps need to be taken to improve provision further?

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

- consider increasing children's access to digital recording media so that they can record their own achievements within the nursery to share with others.

The effectiveness of leadership and management of the early years provision

Children are well safeguarded in the setting. Staff have an excellent understanding of their responsibilities to protect children in their care, and managers give safeguarding training a high priority, in order that all have up to date knowledge of Local Safeguarding Children Board (LSCB) procedures. Safeguarding policies and procedures are clear and staff's knowledge and understanding of these is good. Visitors' presence is recorded, and they are supervised at all times. The nursery is well organised and staff are effectively deployed to support children's play and guide their learning. An abundant supply of interesting materials are readily available to children which are appealing to all the senses and are opening ended.

Staff throughout the nursery are highly committed in their drive for improvement and have a variety of opportunities to develop priorities and plans for the future. Ongoing training is taken up and annual appraisal systems identify strengths and weaknesses to fully support individual staff in their professional roles. Their knowledge and confidence ensures children's welfare, learning and development needs are very effectively met. A meticulous and wide ranging self-evaluation system is deeply embedded in the ethos and aims of the provision. Self-evaluation is excellent because of the ongoing refining and adjusting of the nursery's service to meet children's changing needs. Parents' views are respected and valued as staff take part in the nursery's evaluation process through completing questionnaires. Policies and procedure are extensive and effective, applied by knowledgeable, caring, staff. A well organised key person system is also in place to successfully oversee the needs of the children attending.

Clear and flexible assessments of individual achievements are carried forward from information given by parents as staff conduct home visits before children start. Qualified and competent key persons identify and assess starting points to plan next steps to learning. Linguistic diversity is respected and highly valued by staff. Dual language books are easily accessible and pictorial time-lines are displayed so that non-verbal children or those learning English as an additional language can rapidly adapt to routines and assimilate words or phrases to the benefit of all who attend. Parents provide items from home, the translation of occasional or significant words and explain their own cultural stories at times of annual festivals to celebrate boys' and girls' similarities and differences. The well prepared environment, plus the range of play opportunities and child centred learning, ensures children make excellent progress.

The partnership with parents, carers and others is dynamic, extensive and fruitful. Newsletters, notice boards and delightful educative displays inform parents of children's daily experience. Parents are invited to attend the nursery to experience their children's learning through play; they contribute willingly to the fabric of the provision. The nursery staff are aware of children who attend other providers of the Early Years Foundation Stage or have additional carers. They work with parents to extend children's learning. Health workers and specialists, such as speech and language professionals visit the nursery to share their expertise with

staff and children. Sustainability is implemented domestically with good use of the garden area for children to dig, plant and harvest vegetables.

The quality and standards of the early years provision and outcomes for children

Children show they feel safe. They are happy, settled and secure because staff provide close care, are attentive and respond swiftly to their needs. Children are eager and enthusiastic participants who enter the setting keen to begin the day's activities. Experienced staff provide cuddles as they listen to the responses to conversation. Children rapidly gain confidence and the acquisition of language skills. Individual needs and interests are identified early and closely followed with expanded resources or activities that reinforce and focus learning. Information from observation and assessment is used very effectively when planning activities tailored to reflect differentiation. Starting points are clearly recorded and monitored, cover all areas of learning and ensure there are no gaps in children's development. Imaginative resources are organised into accessible and attractive areas. The garden is laid out to delight and entice children to explore the real world and their own capabilities; to experience a range of textures, smells and colours; to stimulate their interest in a healthy lifestyle and plant or insect life. With adult help they construct a den with a blanket tied between trees and make up an elaborate game in which all children are invited to play. They learn to work with others as they fill the rain pipes and guttering with water and watch it flow down the slope. Planned and free-flow outside play encourages a healthy lifestyle so that children challenge themselves as they climb or balance on the logs or crates. Children develop co-ordination to pedal trikes or push buggies. Independent access to mark-making resources are available so that children independently make lists or draw when they choose. Older children attempt to write their own name, some successfully. Children's imaginative play is very well supported and reflects a growing understanding of the world about them.

The setting is highly successful in organising activities that promote learning, and the quality of children's enjoying and achieving is outstanding. Staff are as active and involved as children in the classroom. They thoughtfully provide materials and talk with children in ways that both support and challenge what children are experiencing and thinking. Children discover things through direct experience with people, objects, events, and ideas. They learn from pursuing their own interests while being actively supported and challenged by adults. Children choose materials and play partners, change and build on their play ideas, and plan activities according to their interests and needs. They know their work is valued as staff ensure it is creatively displayed.

Staff are highly skilled, and employ much close and well considered questioning, to challenge children's thinking and promote active learning. The observation and assessment of children is also effectively organised, and forms a key element in the nursery's learning programme. Staff monitor the children's progress and development successfully, and use clearly organised learning journey books for each child. Staff also take frequent observational notes of children's achievements, with photos also well used to show children's involvement in the play and learning.

The methods for recording children's achievement are well established within the nursery, and show a high level of thoroughness in the evaluation of each child's progress through the learning stages. Staff successfully help children to feel safe and well included within the nursery. Staff follow clear procedures to keep children secure, and the setting has a well organised range of safety measures, and organised risk assessment. Daily checks are also made of the play areas, and all staff ensure children are kept from harm, and their welfare consistently promoted.

The nursery gives close consideration to encouraging children's confidence, and staff show experience in the calm way they manage children's behaviour. Children learn to be patient, to focus and to take turns with resources. They accumulate excellent future skills and behaviour as they listen to what others say with low-key support from staff who, as role models, speak calmly and provide time for each child to express themselves. The behaviour policy is positively promoted as staff support children in being assertive, at the same time as rationalising and talking through their conflicts. Children enjoy making a positive contribution to the routine of the day. They tidy away equipment, following the 'choose play and put away' routine adopted in the nursery. Staff also effectively help children with sharing, and turn taking and the nursery makes good use of the children's snack bar, to promote good personal and social skills. Staff effectively promote the children's healthy development, and their awareness of healthy foods. Children have opportunities to try new foods as they 'Eat their own rainbow' and are involved in snack preparation as they spread their own toast and use appropriately sharp knives to cut their sandwiches and slice fruit.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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