



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 148634

DfES Number: 511375

INSPECTION DETAILS

Inspection Date 13/07/2004
Inspector Name Mandy Gannon

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Yellow Brick House (Earley)
Setting Address Chalfont Park Pavilion
Chalfont Way, Lower Earley
Reading
Berkshire
RG6 5HQ

REGISTERED PROVIDER DETAILS

Name Ms Charlotte Wilkinson

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Yellow Brick House (Earley) nursery is part of the Yellow Brick House chain. There are two other nurseries in Woosehill and Twyford. The nursery has been open since 1994 and operates from Chalfont Pavilion in Lower Earley.

The hall is very large with smaller rooms also being used. There is a fenced outdoor area for the children to use. The nursery serves the local community and surrounding areas. The nursery is open from 08:30-17:00 Monday to Friday term time only. Children can attend all day or for morning/afternoon sessions, which are 09:05 - 12:05 or 12:30 - 15:15.

Currently there are 45 funded 3-year-olds and 26 funded 4-year-olds attending. The nursery supports seven children with special needs and five children who have English as an additional language.

The nursery employs 13 members of staff. Eleven members of staff have relevant teaching and childcare qualifications, and four staff hold current paediatric first aid certificates.

How good is the Day Care?

Yellow Brick House (Earley) nursery provides good care for children. The majority of staff hold qualifications in early years and continue to access regular training to support their work and their development. The environment is spacious, light, airy, bright warm and welcoming. Children access toys, tools and resources independently from well laid out shelving and are confident in selecting and returning. Documentation is well maintained, regularly reviewed and shared with parents.

Staff promote good health and hygiene practice. Children independently access toilets and are encouraged to wash hands on a regular basis. Staff complete risk assessments. They provide healthy and nutritious snacks. Children serve themselves and choose when they wish to take their snack. Staff have a good

understanding of special dietary requirements and have numerous children attending who have specialist diets. There is an equal opportunity policy in place which is implemented and shared with parents. The majority of staff have attended child protection training and are aware of procedures to follow. There is a designated person who attends regular local meetings and an effective policy is in place which is shared with parents.

Staff have an excellent understanding of children's individual needs. They understand their developmental stage; they listen and talk to children, asking questions to make them think. Staff offer children an excellent range and balance of activities to help them progress in all areas, encouraging their independence to actively choose and investigate. Staff act as calm role models and this is reflected in the good behaviour of the children.

Parents and carers form good relationships with the nursery and staff. Parents are kept well informed about the provision and the progress of their child. Parents feel welcomed and involved in the nursery and find staff approachable and informative.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Ratios are well maintained and staff are vigilant at maintaining these at all times inside and outside.
- Children are involved in a broad range of exciting activities which they can independently access, supporting all areas of their development.
- Adults are interested in what children say and do, they talk and listen to children asking them questions to make them think, continually praising and encouraging.
- Staff have good relationships with parents and are kept well informed about the provision and their child's progress.
- Staff maintain all documentation well. They ensure that all policies and procedures are in place and share them with parents. They store records securely and confidentially.

What needs to be improved?

- security and access of the garden via the Teddies room
- dating and signing of policies and procedures when reviewed.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
4	Maintain the security and access of unknown persons via the garden.
14	Ensure that when policies are reviewed the date on which this is done is recorded for future reference.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

The provision for nursery education at Yellow Brick House is acceptable and of high quality. Children are making very good progress towards the early learning goals. All children are involved in interesting and stimulating activities. Children are able to independently access resources and have opportunities to select activities inside or outside.

The quality of teaching is very good. Staff have good relationships with children and set high standards for behaviour which children respond to. Staff have a secure knowledge of the foundation stage and how children learn. They plan effectively to cover all areas of learning and provide a variety of exciting activities. Four-year-olds experiment with solids, dissolving in water; children are asked to predict and then ask "why"; children look at the life cycle of a butterfly and release it when fully grown.

Some less experienced staff continue to require support and training in the foundation stage.

The leadership and management are very good. The team work well together, they are committed to early years and staff are encouraged to attend training. Staff are actively involved in planning and evaluations. Management value staff members' skills and strengths and offer regular support and appraisals.

The partnership with parents and carers is very good. Parents are kept well informed about the provision and the progress their child is making. Parents feel involved and up-to-date with staff forming good relationships with parents.

What is being done well?

- Staff work well together as a team providing interesting activities covering all areas of learning and being aware of the team's abilities, for example, tasting fruit and vegetables; dissolving substances; life cycle of a butterfly.
- Information shared between parents and the nursery is informative and parents receive regular information about their child's progress.
- Children talk and interact with each other and adults with confidence. They negotiate with each other and show an awareness of the listener. They are well behaved and share and take turns.
- Older children are involved in exciting, stimulating activities which involve and challenge, for example, dissolving activity, growing seeds, life cycle of a butterfly.
- Children experience a good range of resources and activities exploring variety of media and materials.
- Children show good co-ordination and confidently use equipment and tools to

promote and encourage large and small motor development. They balance on beams, dance and move to music, they use scissors, hole punches, paper clips, pens, pencils and brushes of varying sizes.

What needs to be improved?

- opportunities for less experienced staff to continue to gain knowledge about the foundation stage and how children learn.

What has improved since the last inspection?

At the last inspection the point for consideration was to consider how the provision can ensure that all children have visible access to the resources being used by the adult during group activities. The nursery has made very good progress towards addressing this issue. Staff ensure that during group activities resources are placed so that all children can see and confirm that all children have visible access.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children relate confidently to each other and adults; they are polite and courteous. They are well behaved taking turns and sharing. Children show good concentration skills and express their needs and ideas confidently to adults. They are developing independence skills and can work independently at a variety of activities, selecting resources and attending to their own personal hygiene. Children are praised and encouraged building their self confidence and self esteem.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children interact and talk confidently with each other and adults. They negotiate with others and show an awareness of the listener. They listen to stories with enjoyment and access books for pleasure. Children learn to recognise letters and are confident in practising using emergent writing in everyday practical activities. Children are confident in finding their name cards and other familiar words. They are beginning to understand that print carries meaning.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Several children are able to count to ten and beyond and can recognise numerals 1 - 9. Children learn to use numbers in everyday situations and show that they understand size, shape and position through practical activities. Some children are confident in comparing numbers and opportunities are encouraged for simple calculation using associated vocabulary in practical activities, for example at snack time.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children experience a good range of activities to learn and investigate from first hand experience using all their senses. Children are confident in designing and making and build detailed models. They use recycled materials, construction activities and malleable materials to extend their skills. Staff provide opportunities to make activities for older or more able children interesting and challenging. Children use everyday technology with growing confidence.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children show good co-ordination in large and small motor development. They have access to a good variety of tools and equipment and many opportunities are provided to develop and enhance their skills. Children are aware of the space around them and of others; they move confidently both inside and outside, on climbing equipment and music and movement. Staff provide a good variety of opportunities for children to freely express themselves. Children are independently confident in many tasks.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children experience a good range of resources and activities to explore a variety of media and materials. They independently select tools and resources. Children respond enthusiastically to new experiences and are confident in communicating their thoughts and feelings. Children sing simple rhymes with confidence and use music in a variety of ways. Children enjoy playing musical instruments, tapes and have support from a music teacher at music sessions.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- the improvement of less experienced staff's knowledge of the foundation stage and how children learn.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.