

Yeovilteenies Day Nursery

Inspection report for early years provision

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Inspector Mary Daniel

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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*.

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Description of the setting

Yeovilteenies Day Nursery has been registered since 1995. It operates from purpose-built premises situated in the grounds of the Royal Naval Air Station (RNAS) Yeovilton, Somerset. Children have use of three main indoor play areas, which are divided to provide care for children of different ages, and bathroom facilities. There is a fully enclosed outside play garden with safety surfacing and a grassed area. The day nursery serves families employed at RNAS Yeovilton.

Ofsted have registered this privately owned nursery on the Early Years Register to provide care for a maximum of 34 children aged three months to under five years, of whom no more than 12 may be under two years at any one time. There are currently 47 children on roll. The nursery is in receipt of Government funding to provide nursery education for three and four-year-old children. The nursery is open Monday to Friday, from 7.30am - 5.30pm all year round, apart from one week at Christmas.

The overall owner/nursery manager, who has completed a foundation degree in childcare and early years education and is continuing her training to undertake the Early Years Professional Status, (EYPS) employs 13 members of staff, of whom all have a relevant childcare qualification. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very much welcomed and valued by the friendly, qualified staff who provide an exciting range of play activities, which overall effectively support each child's individual developmental needs and interests very well. Children's general well-being is promoted well by a committed staff team in most areas of the provision, although some aspects of the record keeping systems are not consistently effective. Clear systems of evaluation are being established and effectively support the nursery in making continual improvements in most areas of practice.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- maintain a consistently accurate record of children's hours of attendance (Documentation)

19/04/2011

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

- develop further the risk assessment systems to ensure these cover anything with which a child may come into contact, with particular regard to their safety in accessing the disabled toilet and all aspects of each specific outing
- develop systems to maintain a regular two-way flow of information with other providers with whom children attend to promote continuity for every child with the Early Years Foundation Stage framework.

The effectiveness of leadership and management of the early years provision

Children's welfare is effectively promoted as detailed safeguarding procedures are in place. Staff continue to attend relevant training to keep themselves updated on procedures to manage any concerns arising. Clear operational procedures are formed and effectively followed overall. For example, detailed staff recruitment, induction and appraisal systems are implemented and staff work very well as a team and have a positive attitude to developing their practice and making improvements. For instance, recommendations made at the last inspection have been addressed as policies have been updated. Parents are now well informed of the Early Years Foundation Stage framework and how this links with their child's development and children have more opportunities overall to encourage their mark making skills. Children's attendance is registered, although their actual times of attendance are not always effectively recorded to maintain a consistently accurate record of numbers present, which may impact in an emergency situation. Risk assessments are conducted and reviewed on the premises and for outings, which helps to prevent accidents and children are well supervised. However, assessments are not always sufficiently detailed to clearly identify all possible hazards, such as children's safety in accessing the disabled toilet or to cover all aspects of each outing and venue visited.

Local facilities are used effectively to provide further opportunities to support children's learning and development. For example, small groups of children go swimming each week, or they visit a local library, supermarket or pet shop. This helps children to develop their physical skills while having fun and extends planned activities relating to current topics of play, and as a result, promotes children's learning very well. A broad range of interesting toys and resources are available that support children's differing abilities. For instance, babies explore a wide range of colourful, musical activity centres and toddlers use small trowels and forks to plant their seeds. This effectively supports them in finding out how things work and encourages their hand eye coordination skills. Children develop their understanding of shape, space and size as they become absorbed in balancing the small, solid, construction shapes of translucent colours to make their model bridges and houses. However, at times the accessibility of some play resources is limited and so does not consistently support children's spontaneous ideas or independent choices in their play. Children are clearly treated as individuals and they learn about their ways of life and those of others through interesting stories, activities and as they see positive images of diversity within their play areas. Good relationships are formed with parents and their involvement is very well encouraged. For example, children's learning journey sheets are frequently sent

home and comments on achievements their child makes at home are actively sought from parents. This supports children's continuity in their care and learning very well. Partnerships with some agencies involved in children's care are developed well, for instance to support any specific medical or learning needs. However, systems to share children's developmental interests and achievements with other providers they attend are not yet sufficiently established. All staff are involved in evaluating the nursery provision offered and they actively seek ways to make ongoing improvements to promote outcomes for all children.

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

Children enjoy their play and become absorbed in purposeful and stimulating play activities. For example, babies and toddlers have great fun feeling different textures such as shaving foam, jelly or gloop and toddlers enjoy their action songs, such as 'If you're happy and you know it'. They start to join in with the actions, such as clapping, stamping their feet or nodding their heads, which helps them learn to control their body in different ways. Children talk about the model fire engines they make and they press the colourful construction pieces together firmly, for instance to fit a ladder on top of their fire engine. This effectively encourages their imagination in play and also helps them to develop their small muscle and coordination skills, which will later help their writing abilities. Planning and assessment systems have recently been reviewed and observations of children's play are effectively used to plan further exciting experiences that are based on their individual interests. Overall, these systems are being established well and staff follow children's lead in their play. For example, when children find a ladybird in the garden a range of related activities are planned to extend this interest, and they make ladybird cakes and pictures and enjoy listening to a story about a ladybird. They learn about the lifecycle of a tadpole as they watch their nursery tadpoles grow into frogs and this encourages their awareness of their natural world. Activities offered therefore encourage children's participation and interest in developing their future skills very well, and ways to ensure their next steps of development are consistently identified in all areas of their learning are being established.

Children are offered a great range of healthy, balanced snacks and meals. For example, they enjoy fruit such as grapes, banana, apple or kiwi for a snack and tuck into meals such as curry and poppadoms or chicken pie and vegetables for their lunch. Children have lots of opportunities to be outside in the fresh air and great improvements have been made to extend their activities in the garden area. For instance, they like to ride their trikes around the path, going through the willow frame tunnel and over the little wooden bridge, or they have fun as they climb up and roll down the small grassy hill. They look after Pickles and Strawberry, the nursery rabbit and guinea pig, and watch them with fascination as they chomp on the grass or hop and scamper up and down the ramps to their hutches. As a result, children have lots of fun outside and benefit from regular exercise through their play. Children are keen to meet with the community police and fire officers who talk to them about keeping themselves safe from harm. They

know they must use scissors sensibly and carefully use the child safety knife when cutting up fruit for their snack. Consequently they learn to look after themselves while developing their independence skills too. Staff promote children's good behaviour very well as they present good role models and talk quietly and calmly to the children. They understand each child's particular needs and are able to help them accordingly in managing their emotions, which supports children in developing good self-discipline. Children show pride in their achievements and are pleased when they get a special sticker for being kind or helpful. As a result, children develop good self-esteem and positive attitudes to others.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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