

Yellow Wellies

Inspection report for early years provision

Unique reference number	EY332323
Inspection date	22/02/2011
Inspector	Eileen Grimes
Setting address	Haswell Children's Centre, Church Street, Haswell, Co Durham, DH6 2DZ
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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).

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 Wellies Nursery is privately owned and was registered in 2006. It operates from two rooms within Haswell Children's Centre, in Haswell village. The nursery serves the local area. The nursery is part of a Children's Centre. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday all year round. Sessions are from 8.00am to 6.00pm. Children are able to attend for a variety of sessions. A maximum of 26 children may attend the nursery at any one time. There are currently 48 children attending who are within the early years age range. The nursery is registered on the Early Years Register and provides funded early education for two, three and four-year-olds. The group supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs seven members of child care staff. All are qualified, one to Level 5 and 6 hold an appropriate Level 3 qualification. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children settle well in the light brightly coloured and welcoming environment. They are supported by staff who are secure in their knowledge of the early year's foundation stage, and understand the individual needs of children. As a result children make very sound progress through the early learning goals. There is a strong drive to reflect on and evaluate all aspects of the provision to secure future improvement. Staff establish very strong partnerships with parents, however links with other provisions are still in their infancy.

What steps need to be taken to improve provision further?

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

- use current observations and assessments to plan to meet young children's individual needs
- ensure that registers of attendance accurately reflect children present
- continue to promote effective continuity and progression by sharing relevant information with other provisions

The effectiveness of leadership and management of the early years provision

Yellow Wellies give high priority to ensuring that children are safeguarded. There are robust recruitment procedures in place to ensure that everyone working with children is suitable. Staff have regular appraisals and one to one sessions with the manager, which enables them to identify training needs and access training. All staff have completed training on child protection and are fully aware of the local safeguarding board procedures. Staff access training on special needs, and complete other professional qualifications. Detailed and comprehensive risk assessments are carried out and all safety issues are addressed. The manager and her team of well-qualified and experienced staff demonstrate an enthusiasm for their work, with a clear commitment to promoting outcomes for children. Staff are supported by a wide range of comprehensive policies, procedures and records. However, the record of attendance does not always accurately reflect staff and children present.

The management of the setting demonstrates a very sound commitment to and capacity for to continual improvement. There is evidence that all recommendations for the last inspection have been addressed and staff have highlighted further areas for development. This has resulted in improved outcomes for children and their families. For example, the reorganisation of the outdoor play areas creates inviting, enabling environments, which increase play and learning opportunities for children across the age ranges.

Staff establish very positive relationships with parents based on mutual respect and understanding. Parents arrive at the group relaxed and confident in the care provided for their children, and talk freely with staff to seek support and reassurance. Staff ensure that parents are kept informed about all aspects of their child's care and encourage parents to take learning journeys home and contribute to them. The nursery has a sound relationships with the children's centre and work closely with staff. However, partnership with other early years providers are still in the early stages of development.

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

Children make very sound progress with their personal social and emotional development and enjoy their learning. Staff who are sound practitioners understand how to provide a rich stimulating environment which meets the individual needs of all the children in their care. Rooms are carefully organised to allow younger children space to explore their mobility whilst providing a wide range of resources across all the areas of learning. They spend time alongside children offer appropriate support to extend their learning and provide challenge, and all activities are child led. For example staff support children in spontaneous activity with an egg and spoon, and expand this to provide an obstacle course. Children take delight as they plan the course and go on to build and implement

this for all children. Babies receive one to one attention from the staff and respond to cuddles and facial expressions which helps their social and speech development. Individual care plans are carefully followed. Staff keep accurate and comprehensive observations and assessments on each child. These are linked to the early learning goals and clearly show children's progress. Within these records staff identify individual next steps. However, these are not currently linked to planning for individual children.

Staff establish excellent relationships with children. They freely seek the support of staff and talk with them about a wide range of topics both from nursery and home. Staff build children's confidence and self esteem as they celebrate children's achievements, display children's work attractively and value all contributions.

Staff have taken time to extend and develop opportunities for outdoor learning. Children of all ages move freely between inside and out, with clothes for varying weather available. Older children take great pride in splashing in puddles with staff and return to the indoor area wet and extremely happy stating this was "great".

Children develop a secure understanding of the wider world, as they explore and experiment with a range of resources and materials within the local environment. A broad range of resources are available which reflect the diversity of society, this concept is extended through the use of a computer and large interactive screen. The nursery has good systems in place to support children with learning difficulties and/or disabilities. Close liaison with parents and outside agencies ensures all children's needs are catered for.

A healthy lifestyle is strongly promoted. Sound hygiene procedures are in place as children adopt hand washing, use and dispose of tissues, and develop an understanding of the importance of drinking water after exercise. Staff are vigilant about hygiene and ensure toilets are cleaned and checked at regular intervals throughout the day. Children benefit from balanced, nutritious meals which are freshly prepared on the premises and served to children in a social family environment.

Children are encouraged to consider and recognise potential risks and dangers as they gradually accept responsibility for their own safety. They begin to consider the consequences of their actions and learn to recognise different feelings and emotions. Children are encouraged to develop skills for their future well-being as they learn to plan and solve problems together and understand technology. Older children confidently activate programmes on a computer. Behaviour within the nursery is very good, as staff set realistic and appropriate guidelines. Children understand what is expected of them and understand the consequences of their actions. They learn to be considerate towards adults and each other in the friendly, consistent atmosphere where staff are positive role models.

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	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
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	2
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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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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