

Yellow Dot Chilworth

Inspection report for early years provision

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Inspection date	31/08/2011
Inspector	Judith Reed

Setting address	Yellow Dot, Southampton Science Park, University Parkway, Chilworth, Hampshire, SO16 7PT
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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

Yellow Dot Chilworth was newly registered in 2011. It is one of seven nurseries operated by Yellow Dot. It operates from four rooms within purpose-built premises at the Southampton Science Park, Chilworth, Hampshire. Each room has direct access to an enclosed outdoor play area. The nursery serves a wide catchment area.

The nursery is registered to care for no more than 64 children in the early years age range and, of these, not more than 15 may be under one year at any one time. There are currently 91 children on roll with many attending on a part-time basis. The nursery opens five days a week all year round, with the exception of a week at Christmas. Children may attend all day between 7.45am and 6pm, or for a variety of shorter sessions. The nursery is in receipt of funding for the provision of free early education for three and four-year-olds.

The nursery employs 20 members of staff to work with the children. Of these, 14 hold a suitable childcare qualification and six are currently working towards a recognised qualification. The nursery is registered on the Early Years Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are secure and settled in the modern and exceptionally well designed nursery building. Staff know the children well and support their learning and development. Equality and diversity is mainly promoted through toys and books. Regular self-evaluation by the manager and staff identifies some areas for development and improvement. Continuous development and improvement is a priority for Yellow Dot Chilworth

What steps need to be taken to improve provision further?

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

- keep a daily record of the names of the children looked after on the premises and their hours of attendance
- value linguistic diversity and provide opportunities for children to develop and use their home language in their play and learning

The effectiveness of leadership and management of the early years provision

Children are safeguarded because all the staff are aware of the procedures to follow if they have any concerns. Many staff have updated their safeguarding training and a policy is in place. All staff complete the required checks to work with children. Thorough risk assessments are in place and daily check lists are employed to further ensure the environment is suitable. The nursery has secure outside play areas and the entrance to the building is monitored by senior staff at all times. Parents/carers are asked to sign their children in and out of the premises, however this is not always completed or rigorously checked by staff and therefore children may be at risk in an emergency situation. Some rooms within the nursery complete additional registration with the children and are fully aware of the number of children present. Parents/carers complete the required documentation to ensure children's safety and well being. Key persons build effective relationships with parents/carers and as a result children are happy, settled, safe and secure in the nursery as their individual needs are met. A well planned settling-in period is arranged around the individual needs of the child and their family. Staff support both the children and their parents through this time. They find out about the children's starting points for their learning journey through completing documentation and discussion with the parents/carers. Daily feedback is provided for parents/carers through information sheets and verbal discussion. Parents/carers are fully informed about food consumed, sleep times, nappy changes and activities or outings. They find this information very valuable. Parents/carers state that they feel their children are making fantastic progress and doing really well. They are very confident regarding their children's care and know they are socialising and developing. Parents/carers are made aware of the menu available for the children. They discuss individual dietary requirements with staff. The cook, as well as key workers, ensure all food served is appropriate for children.

The nursery team are keen to work with other providers and professionals to support the children's individual needs. They provide some continuity of care as they talk to other local providers of early years care and education. The nursery also has positive links with the local Children's Centre. Staff are prepared to work with other professionals to support children.

Equality and diversity is promoted through the use of toys and books that reflect diversity. The majority of children are making good progress. Key people have knowledge about individual children's backgrounds and learn about their culture, but they do not make the most of diversity to demonstrate and fully value other cultures. For example, children's linguistic diversity is not shared with others and they do not see their home language around the nursery. A knowledgeable special educational needs co-ordinator is in available when required.

The nursery building is very well planned and set out to meet the needs of the children. All the facilities are on the ground floor and the building is fully accessible. There are four play rooms, although one is not currently in use. All

rooms have direct access to outside play areas and free flow play is available and encouraged at all times. Low level windows enable all the children to see outside. Toilets and nappy changing areas are directly accessible from the home base rooms. A wide range of excellent resources, which are suitable for the age and stage of the children's development, are available around the building. Children help themselves to toys and equipment from low level storage units around the rooms. Toys boxes are clearly labelled with pictures to enable children's choices. Staff are deployed effectively around the nursery and ratios are maintained at all times. A rota is in place in some areas to ensure staff take turns with different activities and jobs such as nappy changing or setting out meal times.

All staff are involved in self-evaluation of the childcare provision and monitoring is good. Their practice is reviewed and updated regularly. Room leaders complete an evaluation with their staff and find this very positive and valuable to help improve outcomes for children. Parents are also asked to feedback comments and suggestions. The manager communicates well with staff and stimulates enthusiasm. Staff within the nursery attend regular meetings where new ideas are discussed. All staff are encouraged to participate in training and are keen to share their knowledge and ideas to develop future practice. Regular appraisals are held for all staff and development issues are included in discussions.

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

Children are interested and motivated to take part in the range of activities available around the nursery. They are offered a wide variety of activities through continuous provision, both indoors and outside, and also through planned adult-led activities. Staff ensure that all the children are offered the opportunity to participate in the adult-led activities. Planning is based around a theme and the children's own interests. Plans are based on evidence and build on strengths. Each child's key person is mainly responsible for the regular recording of observations and identifying the child's next steps. This information is kept in a learning journal. Staff also use an assessment sheet which plots the children's development against the learning statements from the Early Years Foundation Stage. This ensures the children are developing in all areas and that a rich learning environment is provided. Staff have not yet shared the learning journal records with parents/carers or discussed children's next steps for development. They include development issues in informal daily feedback to parents/carers. Children make good progress with their personal skills and also play well on their own. For example, children spend some time working alone on the computer and complete the activities successfully. They have good relationships with the adults and babies often crawl or toddle to staff for cuddles and appreciation. Staff play with the children and are fully involved with them at all times. Children particularly enjoy snack and meal times. The older children in the kindergarten room come for snack when they feel hungry or thirsty. They find their name labels, recognising their names and sometimes their friends also. Children wash their hands and sit with their friends at the tables. They talk to each other and discuss the colours of their plates and cups. Staff encourage good manners and ensure food is distributed

fairly. They support the children to serve themselves. Children are therefore developing excellent personal and social skills, as well as communication language and literacy, problem solving and numeracy through the distribution of the food. Children in the toddler room also wash their hands and sit at tables together. They are given food which is prepared according to their needs and use cutlery appropriate to their individual stage of development. Staff note what children eat to enable feedback to parents later in the day. Children have a rest after lunch and staff ensure clean linen is used. The babies are fed according to their own individual routines. Bottles are prepared within the room and staff sit cuddling the children as they feed them. This builds sound key relationships. Food is once again prepared according to the individual needs of the children and those who are awake have meals together. Additional staff come to help during busy lunch time periods. If children are sleeping their food is prepared for them when they awake. A quiet sleep room is available, although some children prefer to sleep in pushchairs or on cushions. Babies are taken for walks most days and this helps them learn about the world around them as well as giving them fresh air.

All children learn the importance of good hygiene routines and always wash their hands before eating. Toilets, sinks and paper towels are easily accessible. Older children are encouraged to use tissues to wipe their own noses and mirrors are available to support this. Staff support children's physical development and good health by encouraging them to play outside. A climbing frame is available and many different and interesting activities are planned daily. Children experience sand and water play, as well as a quiet area to look at books, or make believe play. Children clearly understand about keeping safe in the sun by wearing sunhats in the summer and applying sun cream. Activities are often situated in the shade and the outside area is not used between 11am and 2pm to protect children. Staff plan and provide outings and walks to the nearby conservation area as well as play areas. The carefully balanced menu is planned with the help of a nutritionist to ensure children consume healthy foods. A cook is employed to prepare the food for the children. All necessary steps are followed to ensure children's, and staff, health and safety

Children feel safe as they are very familiar with the key people in their base rooms. Staff use equipment which challenges the children within a safe environment. Children take part in regular fire evacuation drills and children are aware of the importance of prompt action. These drills are evaluated by senior staff. Children are encouraged to make choices for themselves about where they would like to play and which toys they would like to play with. This also encourages children to negotiate, share and to play with or alongside their peers. The key person strategy promotes positive relationships between team members, parents/carers and children. Staff are good role models and encourage and praise the children frequently.

Children develop valuable skills for their future lives. For example, they are encouraged to communicate in many different ways while at nursery. Even the youngest children learn simple sign language. Children join in counting songs and learn numbers. They also recognise familiar letters and their names. The

kindergarten children use a computer skilfully. They operate the mouse effectively and complete activities. Children's ability to apply skills in communication, literacy, numeracy and ICT mean that they are prepared for transition from the setting to school.

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	1
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	2
The effectiveness of the setting's engagement with parents and carers	2

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	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	1
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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