

Yellow Brick Road

Inspection report for early years provision

Unique reference number

EY442391

Inspection date

19/07/2012

Inspector

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Type of setting

Childcare - Non-Domestic

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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 Brick Road Nursery is a privately run provision which has been registered since 2012. It operates from a newly renovated premises in the village of Metheringham, Lincolnshire. There is an enclosed outdoor play area. Staff collect children from the local primary school which is within walking distance of the provision.

The setting opens Monday to Friday all year round. Opening hours are from 7.30am to 6pm. A maximum of 62 children under eight years may attend the setting at any one time. The setting offers care to children aged over five years, providing care before school, after school and during school holidays. There are 125 children currently on roll. This includes children who have been identified 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 on both the voluntary and compulsory parts of the Childcare Register and provides funded early education for three- and four-year-olds.

The provider is joint manager of the setting with another member of staff. Both managers holds appropriate early years qualifications at level 3. There are 20 staff in total and all of these hold a qualification at level 3 except two who are working towards this. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

This is a very homely setting where children develop a strong sense of belonging. They have secure relationships with the staff and make good progress with their learning and development. Positive partnerships with schools, other agencies and professionals enable staff to provide continuity and consistency for the children. Staff value what children and parents say and systems for driving improvements are fully embedded.

What steps need to be taken to improve provision further?

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

- enhance the outdoor area to provide enriched learning opportunities for children.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well as staff are fully conversant with the policies and procedures and implement these effectively. They all have a good knowledge of

their duty to protect children and have completed relevant training. The setting is organised very well. The staffing levels exceed the expected ratios and both the owner and manager are supernumerary and provide cover during staff breaks. All aspects of the premises and outings are fully risk assessed and daily safety checks are completed to ensure the continued safety of the children. Effective security systems and safety measures are in place and staff undertake specific roles, such as door duty and signing children in to ensure the setting runs smoothly. All staff are appropriately vetted for their suitability to work with children and all participate in a robust induction process and subsequent appraisals. Staff have current first aid qualifications, which promotes children's health in the case of illness or injury.

The owner and staff share a vision for the nursery and have high aspirations for driving ongoing improvements. Since registration the nursery has been extensively renovated and reconfigured to make better use of space and resources for the children, staff and parents. A new, welcoming reception area for parents has been built. A former pantry has been transformed into a highly functional office and a new computer suite has been made for the children. The toddler and baby room have been swapped over so that babies now have a much larger room with a sleep area and a large conservatory for their meals. Every room has been redecorated to a high standard and has new carpets, flooring and furniture. Space and resources are used extremely well to enable babies and toddlers to interact more freely with each other and for the pre-school children and out-of-school club children to do likewise. This greatly benefits children with their transition as they move through the nursery. Many new resources have been bought for all age groups and the whole premises has been transformed into areas that mirror a home environment. This is fundamental in helping children to settle easily from the onset and establish a strong sense of belonging. The nursery also makes excellent use of local resources, such as the library and the primary school swimming pool, which it has rented for the school holidays. The outdoor area is divided so that toddlers have their own area which they can access on a free-flow basis and babies and pre-school children have the use of a hard surface and an astro-turf garden, which prevents it from becoming muddy. Although the outdoor environment supports children well, further improvements would add new dimensions to their learning.

The partnership with parents and other professionals is excellent. Staff fully include parents in all aspects of the nursery. The nursery advertises an open door policy, preferring prospective parents to call in at any time without a pre-arranged appointment. They are warmly received and given a full tour and induction of the nursery. Their children are fully included by the staff while parents are occupied with questions and answers. Parents receive excellent information about the nursery and every month are updated with an informative newsletter. They have home-link books, which they can contribute to and daily chats with their child's key person. There is an electronic parent forum where parents can meet to share their experiences and the owner is inviting parents to form a parents committee to contribute to the ideas and decision-making stages. They currently complete questionnaires to express their views and also have a suggestions book in the entrance foyer. Mostly parents speak directly to staff as the high staffing ratios always ensure that this is possible. Partnerships with other settings, including the village school, are extremely well established and contribute significantly to children's continuity and consistency in their learning and their transition as they

move on to school.

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

Children settle well and are actively engaged in a varied range of worthwhile and stimulating activities, both indoors and outdoors. Staff have a good knowledge of how young children learn and develop and they are attentive to the needs of all children. All children are fully included and respected as unique individuals. Each child is cared for by a key person who is responsible for observing their stages of development and planning around their individual needs. Development records are thorough and planning shows how children make good progress through challenging and motivating experiences that reflect their interests and meet their individual needs in all areas of learning. Staff successfully follow home routines, particularly for the babies, and are highly respectful of parent's wishes and preferences. As a result, children show high levels of security and bond well with staff. This encourages children to become inquisitive and active learners and to feel confident about making their own choices and safe to explore their environment independently.

Children develop their spoken language well through interaction, conversation and answering questions posed by staff. They develop a good understanding of written language through the use of books, mark making activities and from being in a print rich environment with labels and signs. They enjoy a wide range of creative activities, for example, using different media and role play. They have music and dance sessions with a music and theatre company and continue this with staff during the week. They have good access to technology, which develops their understanding of communication further and also their problem solving and physical co-ordination skills. They learn to count well and recognise shapes, colours, size, measurements and quantity through every day experiences and through planned activities that extend and consolidate their learning. This contributes well to helping children acquire and apply appropriate skills for their future lives.

Children develop an excellent understanding of healthy lifestyles and of how to keep themselves safe. They have high levels of outdoor play and fresh air every day whereby they are active and develop their physical skills. Children rest and sleep according to their home routines and daily needs in extremely well equipped and comforting sleep rooms. They are extremely well nourished and develop an excellent understanding of healthy eating and how to make healthy choices. Every day they have a range of nutritious snacks, lunches and a hot, home-cooked evening meal. Children often help to prepare aspects of their food, such as spreading their toast, which helps develop their interest in food and how things are made, as well as their independence and physical skills. Children have access to fresh drinking water, which they can help themselves to when they are thirsty. This helps children to develop an awareness of and take responsibility for their own bodily needs. Children are developing an impressive understanding of hygiene and of when and how to do this independently for themselves. This includes the

babies who also have a basin in their room and learn how to wash and dry their hands with the support of staff. At a very young age they show a good understanding of the routine and how to do this.

Children's emotional well-being is exceptionally well nurtured by the warm and purposeful interaction of the staff and the excellent deployment and organisation throughout the nursery. They apply consistent boundaries so that children develop their knowledge of what is expected extremely well. Consequently, behaviour is exemplary and children are very secure. Children play co-operatively, taking turns and demonstrating concern and respect for others. They are highly perceptive of what is taking place around them and know how to take risks safely in their play and assess situations. This is particularly evident during outdoor play when children want to jump, somersault, use hoola hoops and do cartwheels, all of which require space. Children watch before they do these things, make sure nobody is in the way and also let others know what they are going to do and make sure they have time to get out of the way. This shows that they anticipate consequences and know how to avoid danger. Children also learn very well about wider dangers, such as fire and road safety. They all participate in evacuation drills, and when they go out everyone, including staff, wear high visibility vests to keep them safe.

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

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	1
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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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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