

Yellow Dot Andover

11 Church Close, Andover, Hampshire, SP10 1DP

Inspection date

Previous inspection date

25/09/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- Staff support children's health and safety very well due to consistent and highly effective practices and procedures followed throughout all areas of the nursery.
- Transitions from home to nursery and from different rooms within the nursery are managed sensitively, helping to ensure children settle quickly and establish strong bonds with familiar staff members.
- The nursery has a pro-active approach to self-evaluation and monitoring. This helps to ensure areas for development are identified and addressed promptly to make positive changes for the children.
- Children benefit from having regular opportunities to play and learn in the outdoor environment as well as using the welcoming and well organised indoor play areas.

It is not yet outstanding because

- Children who learn English as an additional language are not consistently encouraged to use their home language in the setting.
- Information available to staff prior to children starting at the setting is not always used well to help plan for children's progress.
- Resources to encourage children to use their imaginations and be creative are not freely accessible.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- Information about the inspection
- The inspector observed activities in all playrooms and the outside learning environment.
- The inspector completed a joint observation with the manager of the provision.
- The inspector held meetings with the manager and co-ordinators of the provision.
The inspector looked at children's assessment records and planning documents and
- the settings self-evaluation record. Records to confirm staff suitability were also checked.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

Inspector

Samantha Powis

Full Report

Information about the setting

Yellow Dot Nursery Andover was registered in 2012. It is one of eight early years settings run by Yellow Dot Limited. The nursery is situated in a central location near the town

centre in Andover, Hampshire. Toddlers and pre-school aged children are cared for on the ground floor and babies on the first floor of this two storey building. Children have access to an extensive play area for fresh air and physical activities. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. The nursery opens five days a week for 51 weeks of the year from 7.45am to 6pm. There are currently 58 children on roll. The nursery welcomes children in receipt of government funding for free nursery education for two, three and four-year-olds. They support children who learn English as an additional language and those who have special educational needs and/or disabilities. The nursery employs 13 members of staff to work directly with the children. Of these, 10 hold early years qualifications to level 3; three staff, two of whom are apprentices, are working towards a level 3 qualification. The nursery is supported well by the senior management team of the Yellow Dot group of nurseries, which includes advisory teachers, lead practitioners, an operations manager and the director.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- increase opportunities for children whose home language is other than English, to use that language
- improve the programme for expressive arts and design by providing more opportunities for children to freely access creative materials and resources which enable them to imagine and develop their projects and ideas whilst they are still fresh in their minds and important to them
- make better use of information gathered from parents and other settings about children's prior skills on entry to the setting to help establish children's starting points and plan for their progress.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children throughout all areas of the nursery settle quickly to activities of their choice. They are keen to explore the welcoming play areas. Well planned activities and experiences that reflect children's interests excite and motivate them into getting fully involved. Effective assessment arrangements help staff to monitor children's learning and progress. Staff make careful observations which help them to establish children's next steps. This helps to ensure that all children make good progress in their learning. When children start, information is sought from parents and from other settings which children may have previously attended. However, this information is not always included in children's records to ensure all staff are able to use it when planning for children's next steps. The nursery

has developed a system to complete two-year-old progress checks. Good information is provided to parents about their child's learning. The key person or their 'buddy' is always available at the beginning and end of the day to share information. Parents are fully aware of the records the nursery keeps to monitor and support each child's learning and are welcome to see them at any time. More formal arrangements throughout the year provide opportunities for parents to share records with key persons in more detail. This helps them to feel fully involved in their child's learning.

Staff engage very well with children as they play. They stimulate their imaginations, calm their emotions and challenge their ideas and thinking through their positive interactions. Planning demonstrates that children of all ages are provided with activities that support their learning in all seven areas. The success of activities and areas used by the children are routinely evaluated, helping staff to make positive changes to improve children's experiences. Overall, children have easy access to a good range of toys, equipment and resources that support their learning. However, creative resources such as paints, recycled materials and papers are not always freely accessible to encourage older and more able children to explore and develop their imaginations. Older children benefit from being able to 'free-flow' between indoor and outdoor play areas. This enables children to play and learn in a way which is right for them. Younger children enjoy many opportunities to play out-of-doors and also enjoy walks in the local area.

Children are developing strong communication skills. From an early age their attempts to communicate are valued and responded to by attentive staff. Older children use language to make up their own games and communicate their ideas. A small group of children pretend they are going on holiday, packing up their cardboard box suitcases and taking them away with them. Children who speak English as an additional language are encouraged to communicate through using expressions and simple sign language and are becoming increasingly confident in using the English language. However, staff do not always use strategies which actively encourage children to communicate using their home language. Children have good opportunities to extend their physical skills. Babies crawl, roll and climb on the low level equipment, confident that caring staff are close-by to support them. Toddlers use the increasingly challenging tools with the play dough to develop control and coordination and older children balance and move in different ways along the low level wall, considering their own safety as they do so.

Children engage in number work and simple mathematics throughout the nursery. As they build a large tower children count up to 25 blocks and consider how tall the structure has become, starting to think about size and shape. A wealth of books, from board books to reference books is easily accessible to children. This means that children are encouraged to understand that print carries meaning and start to notice similarities and differences in the symbols they see. They enjoy a range of sensory experiences using materials such as, sand, water and play dough, which encourage them to investigate and explore. Older children are involved in growing their own fruit and vegetables, which they help to harvest and enjoy eating with their lunch. This approach, along with discussions with staff, helps to raise their awareness of the benefits of healthy foods in their diet.

The contribution of the early years provision to the well-being of children

Children are settled, secure and very happy at the nursery. This is due to the strong relationships they build with their key person and other members of the familiar staff team. The nursery offers excellent settling-in arrangements and support for children moving between different rooms within the nursery. This means children are able to separate from parents or carers confidently and establish close relationships with adults and children in the setting. Children become increasingly independent in their personal care needs. For example, babies and toddlers are provided with the tools they need to start to feed themselves. This increases their confidence in their own abilities. Children are supported in developing strong relationships and learning to work with others. Having a key person with whom they feel secure encourages younger children to explore new situations and form bonds with others. Older children learn about boundaries and expectations and start to form friendships. Parents discuss how happy it makes them feel as children enter the setting confidently, welcomed by their friends who call out their name. Children discuss the 'Golden Rules', learning about how their actions and behaviour can keep themselves and others safe. For example, using walking feet indoors prevents accidents. They receive lots of praise and encouragement and are rewarded for their kind and thoughtful behaviour.

Children are developing a strong awareness of themselves as individuals. Toddlers find their own beaker which has their photograph on it. Older children think about members of their immediate and extended families as they look at the photographs of them displayed on the wall. There are a wide range of toys and resources that reflect diverse needs and the wider world, helping children to value and respect differences.

Safety and security are a high priority within the setting. Risk assessments are completed and safety monitored throughout the day by all members of the staff team. This helps them to quickly identify any possible hazards to prevent accidents occurring. Good use of documentation helps to support children's safety and welfare. For example, regular monitoring of accident reports helps to identify any recurring issues. The environment is very well maintained and excellent practices followed by all staff support children's health. Children enjoy freshly cooked and nutritionally balanced meals during the day. Meals respect children's individual routines, dietary needs, preferences and age and stage of development.

Indoor and outdoor play areas are used well to support children's learning and benefit children's health. Children explore all areas confidently, accessing toys of their choice from the very wide range available. A sleep room provides a calm and relaxing environment where younger children can rest. Babies are regularly checked by staff as they sleep to promote their safety. Easily accessible toilet and hand-wash facilities enable children to become increasingly independent, gaining an understanding of the importance of personal care routines. Staff follow excellent nappy changing procedures to prevent the risk of germs being spread.

The effectiveness of the leadership and management of the early years

provision

The well-established senior management team offer practical support to the on-site team, helping to ensure that good quality care and education is offered to all children. The setting has been open for only a few months, but already staff are secure in their roles and responsibilities. They work effectively as a team to meet the individual needs of each child. Thorough induction procedures and ongoing supervision means that staff have a clear understanding of their responsibilities in meeting the Early Years Foundation Stage requirements for both learning and development and safeguarding and welfare. Staff are all fully aware of the settings comprehensive policies and procedures. They meet regularly as a team to discuss aspects of the provision to promote consistency in approach throughout the nursery. The staff team are well qualified and continually encouraged and supported to extend and increase their skills and knowledge to benefit the children.

The nursery has good procedures in place to help them reflect on and evaluate the success of all aspects of the provision. They constantly review arrangements and implement new ideas with the aim of improving the provision for the children attending. Evaluations take into account the views of staff, parents and children, ensuring everyone's thoughts and ideas are valued. For example, senior managers are actively supporting the development of an idea from staff for extending parents involvement in their child's learning. All aspects of the curriculum are reviewed regularly. This helps staff to identify children's needs and learning preferences and provide them with a broad range of activities and experiences that supports their development.

Rigorous procedures are followed with regards to staff recruitment and vetting. All staff undergo full checks to confirm their suitability before they are able to work alone with the children. This helps to protect children from harm. There are comprehensive procedures in place to help the setting to safeguard children. All staff are familiar with the settings detailed safeguarding policy and have attended training to help them identify and escalate any concerns promptly.

Strong partnerships with parents, carers and others involved help staff to meet children's needs. Detailed information is provided for parents about the setting. This includes information on the website about the Early Years Foundation Stage requirements. Parents also value the information outside each play room, detailing the activities children will be involved in. Links between key persons and parents are strong, ensuring ongoing information sharing to promote consistency. Staff develop professional relationships with others supporting children's needs and are pro-active in linking with other settings which children also attend. This helps all those involved work together to meet children's needs.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY443569
Local authority	Hampshire

Inspection number	793198
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	75
Number of children on roll	58
Name of provider	Yellow Dot Andover Limited
Date of previous inspection	Not applicable
Telephone number	02380260394

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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