

Yellow Wellies

Haswell Children's Centre, Church Street, HASWELL, Co Durham, DH6 2DZ

Inspection date	08/11/2012
Previous inspection date	22/02/2011

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- The exceptional educational programmes are underpinned by the practitioners' high expectations of themselves and the children, and expert knowledge and understanding of how children learn.
- Leadership is inspiring, there are high expectations for staff whose performance and impact on children's learning is monitored exceptionally well.
- Children are happy confident and settled. Through the excellent progress they make in their personal social and emotional development children are very independent, curious, exceptionally well-motivated and eager to join in, showing an excellent disposition to learning.
- Staff promote all areas of children's learning exceedingly well, with a particularly strong focus on the programme for outdoor play and the extension of indoor activities.
- Excellent relationships are established with parents making a very strong contribution in enabling all children to make excellent progress in relation to their starting points.

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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities within all areas of the groups.
- The inspector met with the manager, and registered provider. They discussed a range of subjects and looked at records and policies.
- The inspector talked with children, staff and with parents.
- The inspector fed back to the manager and the registered provider.

Inspector

Eileen Grimes

Full Report

Information about the setting

Yellow Wellies nursery was registered in 2006. The nursery operates from two rooms within Haswell Children's Centre. The nursery serves the local area and has strong links with the 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, term time only. Sessions are from 8am until 6pm. Children are able to attend for a variety of sessions. The nursery is registered on the Early

Years Register and the voluntary and compulsory parts of the Child Care Register. There are currently 30 children attending who are within the early years age range. The nursery provides funded early education for children aged two, three and four years. It supports children with special educational needs and/or disabilities.

The nursery employs seven members of childcare staff. All staff members have early years qualifications at level 3 or above. Two members of staff have Early Years Professional Status. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- extend use of data analysis of children's progress by cohort to include gender.

Inspection judgements

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

Practitioners are very knowledgeable about how children learn and their teaching is based on their excellent understanding of the seven areas of learning. Practitioners have very high expectations for all children and they make excellent use of educational programmes, which provide rich and varied opportunities that successfully extend children's learning and development. Practitioners are extremely confident and actively contribute to children's learning. For example, they use excellent questioning techniques that encourage children to think and talk about what they are doing and this helps them to consolidate their language skills. Exciting activities and resources effectively cover all seven areas of learning and along with the well-planned environment keeps children motivated and eager to learn. The fantastic environment is accessed by a highly effective free-flow system where children delight in using outdoor learning opportunities. Practitioners have focused on this, ensuring that all children, including those not yet mobile, are able to venture out and investigate at their own pace. For example, children have the opportunity to explore and experiment with mud, mixing and making a potion which is extended to investigate the wind and how flour floats and moves in the wind. Younger children have the opportunity to experiment with painting using adult sized paint brushes. Practitioners recognise the benefits of this and use the outdoor spaces exceptionally well to promote all areas of learning.

The excellent systems for observing and assessing children's progress are based on the accurate use of information regarding children's prior skills on entry. The provision are

particularly well-focused on children's personal, social and emotional development and communication skills. Parents, carers, outside agencies and other early years professionals are fully included in order to secure timely interventions and support, and to help get children ready for their transition to another provision or school. Practitioners confidently identify the correct development bands that children are presently working within and their next steps in learning. Evidence of children's progress is clearly recorded in children's files which include written observations, photographs and examples of children's 'work'. Summative assessments are recorded and are analysed by cohort to identify any target areas. However this analysis does not yet cover by gender.

Partnerships with parents are given high priority and this helps to promote the learning and development of all children. For example, parents are invited to share information before their children start about what they can do, their likes and dislikes, their family and familiar routines. The nursery operates an open door policy and it is clear through discussions with parents and practitioners that this system works well. Parents comment on the excellent trust they have in the staff, and that their children, have made huge progress with their development through the support and interventions in place. Parents are very responsive and help to extend their children's learning at home. For example, staff discuss next steps with parents and offer assistance of resources to take home if they wish.

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

Excellent care practices ensure that children are quickly settled, happy and thoroughly enjoy their time at the setting. For example, children are given time to connect to a member of staff of their choosing, who then becomes their key worker; time is also taken to gather thorough information about their home routines, family and care needs. Staff are extremely good role models, they model good behaviour, are polite with each other and work exceptionally well as a team. This helps children learn about acceptable behaviour and how to cooperate with others. Children are encouraged to learn how to manage their own hygiene and personal needs. They go to the toilet independently and are supported with hand washing to ensure they learn how to wash and dry hands properly. Children help themselves to drinks and babies' drinks are kept within reach and fluid intakes monitored.

Children's physical skills and their enjoyment of the outside area is actively promoted. They show boundless energy as they run freely outside. They skilfully ride bikes and scooters, carefully avoiding children and other obstacles in their way. They talk about being hot after 'running fast', feel their heart beat and remove their coat to help them cool down. Children's balancing skills are encouraged as they walk along a balancing bar, adapted from other resources. Children are provided with a nutritious and healthily balanced diet, which the cook freshly prepares on a daily basis taking account of all allergies and specific dietary needs. Children plant and carefully tend vegetables and fruit which they help to prepare for their snacks, this helps children to learn the importance of

a healthy diet. Children behave in ways that are safe for themselves and others, and are learning to develop an understanding of dangers and how to stay safe through their daily routine and activities. For example, they are provided opportunities to manage their own risks, such as when they learn to climb and balance. They are included in emergency evacuations and learn about people who help. Children show they feel safe in their environment as they approach visitors to ask why they are there, while younger children stay within their comfort zone for a short time until they also feel safe to approach and follow their interest in the laptop being used.

Practitioners give priority to enabling children to build on their existing skills and this helps them make rapid progress in their personal social and emotional development, physical development, communication and language. A successful, well-developed transition process, that involves parents, visits from teachers at local schools and the sharing of children's care and development records, helps children get ready for school. The well-planned environment is significantly enhanced through the excellent use of resources, varied and interesting activities and play opportunities that promote children's independence and choice. Children make choices about what they want to do and eagerly join in more focused activities, responding well to practitioners' well-timed interventions. Staff listen to younger children as they use names of colours in their play, acknowledge what they are saying and sensitively correct them without telling them they are wrong. They are constantly making excellent use of simple language, they use single words with younger children to reinforce their understanding, and introduce two or more words to encourage other children to extend their sentences.

The effectiveness of the leadership and management of the early years provision

The provision gives the highest priority to safeguarding. Excellent systems enable the provision to work in close partnership with parents and others to safeguard children. The practitioners demonstrate a first class understanding of child protection and are extremely confident in their ability to implement safeguarding procedures in order to protect children. There is a clear procedure for safeguarding that is available to all practitioners, parents, carers and other agencies, which includes clear guidance on the procedures that will be implemented in the event of a child protection concern being identified. All required documentation is in place and reviewed annually. Robust risk assessments clearly identify possible hazards and the action taken by the provision to eliminate or reduce any risks.

Leadership is inspirational. The manager demonstrates an outstanding commitment to improving the quality of the provision and has clearly identified the provisions priorities for improvement through a thorough and effective self-evaluation process. This takes full account of what practitioners and parents say through staff meetings, questionnaires and surveys. A robust action plan successfully targets areas for further improvement and this has noticeably improved the quality of the provision. For example, the outdoor environment now includes a small shed which facilitates reading outside in wet weather. Members of staff have an exceptional knowledge and understanding of how to meet the

additional needs of children and how to access additional support. The environment is rich with labels representing letters, numbers, shape and colour. Areas identified by the provision to ensure continual improvement include the continued professional development of all practitioners. They also keep up to date with play and educational equipment to ensure that every child has equal opportunity to learn through play.

The provision is committed to providing fully inclusive, high quality care to ensure that children continue to make excellent progress according to their starting points. Staff's performance, and its impact on children's learning is consistently monitored and this shows there are high expectations of staff. Practitioners have supervision meetings and a yearly review where their professional development is discussed and appropriate training opportunities are identified and planned for. Practitioners have developed systems that help them accurately observe, assess and monitor each child's progress. This is based on their expert knowledge and understanding of how children learn. This ensures that every child, from the youngest to the oldest, and of every ability, receives a happy and enjoyable early years experience that secures their future learning.

The close partnership working with external agencies and other providers ensures that children receive the best possible care and support to enhance their well-being and help them to all make rapid progress in their learning.

The Childcare Register

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

The requirements for the voluntary 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	EY332323
Local authority	Durham
Inspection number	888648
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	26
Number of children on roll	30
Name of provider	Daypark Ltd
Date of previous inspection	22/02/2011
Telephone number	0191 5172478

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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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