

# Yellow Dot Nursery

Otterbourne Hill, Otterbourne, WINCHESTER, Hampshire, SO21 2HJ

## Inspection date

Previous inspection date

03/01/2013

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

- A superb, extremely clean, rich and varied learning environment is on offer to babies and children. The imaginative, well-planned outdoor environment ignites children's interest and enthusiasm to play and explore.
- All babies and young children form a strong bond with their key person because the systems are well-established throughout the nursery. High attention is paid to babies' home routines, with an impressive sleep room used, which is exceedingly well-monitored.
- All age groups enjoy a wide variety of play activities, which cover the seven areas of learning. Overall, children make good developmental progress because their key people know their individual children well and securely implement the observation, assessment, and planning cycle.
- Highly successful strategies engage parents in their children's learning in the setting and at home. For example, an exciting range of home learning bags are available in the hall.

### It is not yet outstanding because

- The newly formed staff team are not yet expert in their knowledge of the areas of learning and are not highly skilled when supporting children during their play activities.
- There is less emphasis by management on the monitoring of staff during the delivery of play and learning activities for young children.

- Transition information on children's individual learning and care needs, from upstairs to kindergarten is not consistently passed on and known to all staff in the children's new room.

### **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**

- The inspector observed play and learning activities in all rooms and tracked children indoors and out.
- The inspector undertook a joint observation with the manager.
- The inspector had discussions with the manager, the owner (nominated person) and operations manager regarding leadership and management.
- The inspector looked at a sample of children's progress records, planning, and had discussions with staff relating to safeguarding and welfare.
- The inspector spoke to some parents to gain their views of the setting and looked at the parent questionnaire.

### **Inspector**

Lorraine Wardlaw

## Full Report

### Information about the setting

Yellow Dot Otterbourne was registered in 2012. It is one of nine nurseries owned by Yellow Dot Group. It operates from a large detached house in Otterbourne, Winchester. Most rooms have direct access to an enclosed outdoor play area. The nursery serves a wide catchment area. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 144 children on roll. 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 19 staff to work with the children 17 of whom have early years qualifications to level three and above. Two staff hold Early Years Professional (EYP) status. Three support staff also hold EYP status.

### What the setting needs to do to improve further

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

- strengthen the transition information arrangements to ensure all staff have a full picture of each child's needs when they first start in a new room.
- strengthen the monitoring arrangements of the implementation of play and learning activities, with a view to coaching and enhancing staff skills in supporting and extending children's learning opportunities.

### Inspection judgements

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

Babies and children across the nursery benefit positively from their early year's experience. All age groups are aided effectively to make developmental progress from their starting points because of the highly enabling and welcoming play areas and the individual support they receive from the practitioners. Overall, the adults support children's learning and development well, because they have a good understanding of the revised Early Years Foundation Stage framework and understand how young children learn. They

are knowledgeable about the needs of the different age groups of children attending and provide motivating and engaging learning experiences for children. For example, kindergarten children listen extremely well and with great interest to stories either indoors or outdoors. They sit comfortably, wrapped up warmly in their coats on outdoor cushions under a tree fully engaged in the story line. Children are involved, by the use of actions and some children are able to retell elements of the story, confidently and articulately. A cosy, attractive, den in the toddler room promotes children's exploratory skills as well as looking at and listening to favourite story books. Toddlers have fun using different tools and a variety of media, sat at low tables wallowing in the tactile experience. Others investigate the copper and stainless steel pots in the basket on the floor or climb on the step to the butler sink, telling the visitor they need to 'wash hands' after getting 'sticky'.

Babies receive perceptive support from their key person or key buddy who know their needs well. For example, they are given a cuddle and their comforter when they show the slightest sign of being unsettled. Soothing lullabies are sung to cuddled babies who have recently separated from their main carer. All staff in the under two's age groups get down to children's levels on the floor and play with them, interacting warmly, sympathetically and overall, purposefully. However, not all staff are highly skilled at tuning in to each individual child or groups of children and tailoring practice to suit them. For example, during outdoor play a small group of children enthusiastically go on a treasure hunt, inspired by a child, with a member of staff in the natural area of the garden. They are encouraged to use real, child-size tools such as a rake and spade, to take turns and to explore the natural world. However, few open questions are asked to promote speaking, language for thinking and to further develop children's imaginary experiences. Nevertheless, on other occasions, open questions are asked to promote language development, particularly during story time. It is very dependent on the skill set of the practitioner and their knowledge of effective teaching and learning practice. Overall, children are learning, good mathematical skills through spontaneous opportunities to count and talk about size, such as when using sensory bottles and crates outside. Although opportunities are not consistently taken up by all practitioners to promote simple numbers problems, in freely chosen play, opportunities do exist in the kindergarten routine. For example, a sign with two children and the numeral two is placed beside the computer so children have to work out if there is a space for them.

Overall, the quality of the educational programme, the attention to promoting the seven areas of learning and for children developing future skills is good. This is because, overall, practitioners accurately assess children after observing them, talking to parents and they use these to plan suitably challenging play activities. Written records such as the two-year-old checks are accurate. They describe children's learning and developmental progress and are shared with parents. A high parental involvement is promoted within the nursery through initiatives such as 'Brenda Bear' and the sharing of children's home languages and home cultures in play activities.

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

All children and most babies are very settled, happy and show they feel secure in the rich and enabling environment. An effective key person and buddy system means that babies and young children form strong bonds with the practitioners, who are responsive to their needs. Babies enjoy soothing talk and cuddles when in need of comfort and swiftly go off to sleep when put into their cot by their key person. This successfully promotes their emotional needs and physical growth. High quality child-size furniture enables non-walkers to reach vital physical milestones. For example, they crawl and pull themselves to stand on the low wooden tables and walk along holding on. Low mirrors enable them to see their reflections and those of others, during playful interactions with the practitioners. As the children grow and develop, each room and each practitioner successfully enables babies and toddlers to become more independent and to learn personal care skills. Kindergarten children use the toilet independently and are encouraged to put on and do up their coats themselves. All children behave extremely well. Relationships between practitioners and children are strong at all levels. Staff are good role models for behaviour and offer praise and encouragement to the children they care for. The highly stimulating environment and extremely well-chosen play resources effectively supports children's all round development.

The nursery staff pay particularly good attention to promoting healthy lifestyles. Children enjoy a nutritious, home cooked meal at midday, provided by the on site chef. They relish the meal, which includes plenty of vegetables, eating it all up, with some older children asking for second helpings. Staff sit with the children and eat, to encourage a family type mealtime and talk about healthy eating. Children with special dietary requirements are well-catered for with an excellent system, known to all staff. There is robust attention to cleanliness to minimise cross infection with staff carrying out regular cleaning routines. Free-flow indoor and outdoor play for the older age groups means that children can have plenty of physical exercise in the extremely well-planned garden. They enjoy developing their movement skills as they climb a low level tree, taking measured risks but within a safe environment. Children pedal tricycles and use scooters, manoeuvring around, using the space well. Younger toddlers have fun exploring the low, man-made hill and outdoor sandpit. A tree-house and construction area add further excitement to outdoor play for older children. Babies are taken out by staff for regular walks in the local environment to explore the community. All children show they feel safe and secure through the attention they receive from the practitioners and the high priority given by the nursery staff to security and safety arrangements. Transitions from home to nursery are managed extremely well with short, sharp settling in visits, which leave children and parents feeling very positive about the experience. However, transitions from upstairs to the kindergarten are not consistently effective, because a full picture of that child and their needs has not always been passed on to the new room and read by the staff.

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

The Yellow Dot Group senior management team works extremely collaboratively with the manager and staff to ensure that the safeguarding and welfare requirements are implemented throughout the nursery. The wealth of knowledge they have gained at their

other settings is shared to ensure that with each new setting, that is opened, they are continually moving forward in practice and quality. All new staff receive robust training to ensure they are fully aware of their roles and responsibilities. As a consequence staff have a secure knowledge of the nursery's child protection procedure and are fully aware of each person's responsibilities and associated documentation. Robust procedures are in place for the recruitment and vetting of staff. Regular three monthly appraisals of staff take place, which includes self-evaluation of skills and knowledge. However, it does not include peer monitoring of the learning and development practice delivered by individual staff to further improve their skills. However, an advisory teacher visits regularly to guide and coach the new staff team on matters relating to nursery education. External training is identified and courses booked as necessary, alongside well-targeted in-service training. The staff team and senior management team are well trained with several individuals holding Early Years Professional Status. Policies and procedures are implemented well.

The senior management team and on-site team have a clear picture of the nursery's strengths and areas for improvement. A robust action plan has been worked upon since the recent opening of the setting to ensure that good quality early years provision is on offer to children from the onset. The teams are well-aware that the way forward is to improve the quality and abilities of the staff team. To continue to increase their knowledge and skills to ensure the nursery consistently achieve high standards. The overall vision of the staff and management is 'a passion to be outstanding' and this was the title of a recent in-service training day. Management ensure quality standards are maintained by using a very good system of key performance indicators, which is e-mailed to the owner each week. Staff are listened to with regards to evaluating the nursery's provision and making improvements. For example, a more simple observation, assessment and planning recording system is to be implemented after the training feedback highlighted better ways of working.

Partnership with parents is highly successful. Staff are very welcoming and friendly when parents arrive, with the manager greeting each family personally. The successful key person system means that the staff have regular, strong, communication with parents about the child's day or session, some of which is written. Parents speak highly of the nursery, the staff, the fantastic environment, facilities and of how well their children are cared for. 'Dot' newsletters include lots of information for parents and home learning bags are used to engage parents in promoting children's learning opportunities at home too. 'Top tips' information on development matters such as personal, social and emotional development are available, to ensure collaborative working with parents. Partnerships with external agencies and other providers are very well established. They successfully help to promote consistency of children's care and support for their learning.

### **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
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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

<b>Unique reference number</b>	EY450001
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	806110



<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	86
<b>Number of children on roll</b>	144
<b>Name of provider</b>	Yellow Dot (Otterbourne) Limited
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	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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