

Yellow Brick House (Woosehill)

Chestnut Park Pavilion, Ruskin Way, Woosehill, Wokingham, Berkshire, RG41 3BP

Inspection date	21/05/2013
Previous inspection date	10/12/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Children are well motivated, very eager to join in and consistently show their interests and enthusiasm for the experiences available to them. Consequently, they make very good progress in all aspects of their development.
- Staff consistently give the highest priority to the safety of children and effectively support children's growing understanding of how to keep themselves safe and healthy.
- Staff demonstrate an excellent understanding of their responsibility to ensure that the provision meets the safeguarding and welfare requirements of the Early Years Foundation Stage, and have effective systems to monitor their implementation. Therefore, they promote children's welfare extremely well.
- Parents speak very highly of the service offered. They comment on the friendly knowledgeable staff and the broad variety of experiences their children undertake.
- Effective partnerships are in place with other professionals enabling the children to benefit from a broad variety of knowledge and skills.

- Insert weakness text here
- Insert Strengths text here

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 the premises and resources with the manager.
- The inspector observed the children and staff at play.
- The inspector examined records and documents provided by the manager.
- The inspector spoke to six parents.
- The inspector read the provider's self evaluation.

Inspector

Lynne Lewington

Full Report

Information about the setting

Yellow Brick House Woosehill opened in 1989. It operates from a large open plan room in a community building on the outskirts of a private housing estate. The nursery has access to a kitchen, toilets and a large fully enclosed outdoor area. The nursery serves the needs of the local families. There are currently 68 children from two years to under five years on roll. The nursery receives nursery education funding for children aged two, three and four years. Staff care for children with special educational needs and/or disabilities, and children who are learning English as an additional language.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Children attend for a variety of sessions. The group opens for five days a week, for 50 weeks of the year. The nursery is open from 8.00am to 6.00pm. There are 12 members of staff, all staff hold suitable childcare qualifications. The manager holds Early Years Professional Status and qualified teacher status.

What the setting needs to do to improve further

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

- consider providing more challenging physical opportunities for the more able and/or older children.

Inspection judgements

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

Enthusiastic, knowledgeable staff ensure children make outstanding progress in relation to their starting points at this inclusive nursery. The nursery supports inclusive practice in an exceptional way. Staff plan and interact with children as individuals, taking into account their particular learning needs. The process of monitoring children's progress is highly effective. It recognises individual achievements and identifies the next steps in each child's learning. The information is then used to plan interesting opportunities to enhance learning and development. Consequently, children consistently make excellent progress relative to their starting points. This is because staff make exceptional use of their observations of children in planning activities that support their individual development and interests.

The activities on offer ensure children experience an excellent balance of adult-led and child-initiated activities. The adults are confident and this enables them to follow and extend the children's interests. Children's imaginations and creativity are enhanced

through their access to a wealth of activities, both inside and outside. For example, a pretend campfire in the garden engages the children as they bring items to add to the cauldron. This involves searching and carrying items. They use increasing skill to carry awkward shaped items and fluids to add to the cauldron. The adult provides a commentary and asks some extremely effective questions, which encourage the children to count and describe what they are doing. She skillfully verbalises her observations, which encourages children to extend their vocabulary as they participate.

Children thoroughly enjoy their time at the nursery. They are interested in all that is going on around them and participate in both planned and independent activities confidently. Their creations are displayed attractively indicating how children's work is valued. This encourages positive self-esteem and enables children to feel important.

Excellent care is taken to provide a curriculum which promotes communication, literacy and numeracy. All staff skillfully include language, which reinforces children's awareness of shape, colour, measurement and quantity in every activity and conversation. This is enhancing children's opportunities to develop their understanding and language exceptionally well. Children, including those learning English as an additional language, make excellent use of the high quality books available to them both indoors and outside. They use the books independently and enjoy opportunities to listen to stories. Children learn to recognise and write their names. They make labels for the displays indicating their developing abilities to write and recognise words.

Staff provide children with many opportunities to develop an understanding of technology. Therefore, children effectively use resources, such as a digital camera and an interactive robot. They take turns to make the mini robot draw patterns. This demonstrates their increasing awareness of how their actions influence the robots movement. Children demonstrate increasing awareness of the natural environment as they search for mini beasts, look for birds and squirrels and grow items in the garden. Resources including books and posters are set out attractively to enhance the children's opportunities to participate in these activities. Children independently create models, collages and paintings from the range of resources available to them. Adults listen attentively as children talk about their creations and use them to extend activities. For example, a child's model of a palace inspires conversation about what a palace is and what they may find inside. This leads to discussion about treasure and more model making.

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

Children benefit from excellent levels of supervision and individual attention. This enables them to make good progress in all aspects of their development. The day is planned to enable them to have opportunities for activity in their key person group and also small groups in addition to free play. This enables them to develop their social skills as they learn to share and cooperate with others. They also have opportunities to make independent choices as they move freely between the many resources available to them. Throughout the nursery children's emotional needs are met exceptionally well. Staff manage children's behaviour effectively and respond extremely well to meet children's

individual needs.

Children enter the nursery confidently; they greet staff and their playmates and quickly become engrossed in play. They ask questions and voice opinions relevant to their developmental abilities. This indicates children feel comfortable and secure with the staff. Comfortable provision is made for children who need to rest. This helps to ensure they are sufficiently rested to enjoy the activities on offer to them. The premises are extremely clean and well-maintained both indoors and out. The nursery fully promotes healthy lifestyles by providing all children with a well-balanced range of tasty, nutritious meals, which are cooked for them each day. Children have easy access to water and help themselves to drinks.

Excellent use is made of the available space both indoors and out. Children move freely between the two environments. They have many opportunities to develop their physical skills. However, the older or more physically able children enjoy slightly fewer physically challenging opportunities to further encourage their abilities.

Children demonstrate an increasing awareness of appropriate hygiene routines as they independently remind playmates and younger children to wash hands before snack and at lunchtime. Staff encourage children's awareness of healthy eating through conversations as they help prepare snacks, plant and grow items in the garden and eat lunch. The majority of children demonstrate an increasing awareness of the importance of looking after the resources. They actively help to tidy away, demonstrating an awareness of where items are stored. This simple activity encourages matching, sorting and an appreciation for the resources they have.

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

The experienced leadership and management team provide clear expectations for the setting. They are inspiring role models leading a team of knowledgeable, enthusiastic staff. They continually reflect on and review practice taking into account staff and parental views in order to consistently develop the high quality service on offer. All staff members are innovative and passionate about their roles in promoting positive learning experiences for children. They provide excellent care and learning opportunities for them throughout the day. All the required records are maintained systematically to ensure that the setting meets requirements and delivers high quality care and education. Regularly reviewed policies and procedures are in place to ensure all requirements are met effectively.

Staff successfully strive to promote a high quality service for children and their families. Effective systems ensure that children are safeguarded throughout the nursery. The clear safeguarding policy clearly indicates the action to take if they are concerned about a child in their care. The leadership and management team and staff are very knowledgeable regarding child protection and their role in reporting concerns to the local safeguarding team. Rigorous recruitment and vetting procedures ensure that staff are suitable to work with children. Systems are in place to ensure new staff understand their roles.

Robust, comprehensive risk assessments are completed throughout the nursery. Accident records are reviewed and used to inform the risk assessment ensuring that preventable accidents do not reoccur. All staff help to ensure the environment is extremely safe, secure and well maintained promoting children's safety and health at all times. Children learn to be aware of potential dangers and to use tools and equipment with care. The fire drill is regularly undertaken ensuring the premises can be swiftly evacuated in an emergency.

Partnerships with parents, the local children centre, local schools, professionals and outside agencies are nurtured exceedingly well. This helps to ensure that children's individual needs, including those with special educational needs, are catered for and that their skills are developed. This also means that parents gain information about local services and transitions to school are managed effectively. Parents have excellent opportunities to discuss their children's learning and development and can add information to their child's record. Parents comment very favourably on the warm friendly staff and the progress their children make. The nursery encourages parent's participation in their child's learning through sharing books, words to songs and information about children centre activities.

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 action. 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	148700
Local authority	Wokingham
Inspection number	919491
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	33
Number of children on roll	68
Name of provider	Charlotte Ann Louise Wilkinson
Date of previous inspection	10/12/2009
Telephone number	0118 9788376

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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, which are usually the childminder's 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

