

# Yarnton Way Nursery

Bexley Academy, Yarnton Way, ERITH, Kent, DA18 4DW

<b>Inspection date</b>	16/10/2014
Previous inspection date	06/02/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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

- The five year staff training plan effectively tracks the on-going personal development of all staff, which results in children's teaching, health and welfare being given good attention.
- The managers regularly and effectively monitor children's progress in the Early Years Foundation Stage, which means that key persons clearly identify and plan for their next steps.
- There is a good range of activities and resources for children to explore and investigate, which positively supports their play experiences.
- The nursery has built up positive partnerships with parents and outside agencies, which promotes children's well-being effectively.
- Staff interact effectively with the children, which means they feel valued and respected, promoting their self esteem and confidence.

### It is not yet outstanding because

- Staff do not always gain information from parents regarding their children's ongoing development and achievements at home, to help them support children's learning and progress consistently.
- Children's circle or group times are occasionally overly large, at these times staff may not always meet children's individual learning needs fully.

## 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.

## Inspection activities

- The inspector spoke to parents to gain their feedback about the nursery.
- The inspector held meetings with the provider and lead practitioners.
- The inspector sampled records and documents.
- The inspector observed and talked with children and members of staff and carried out a joint observation with the manager.
- The inspector provided feedback to the manager.

## Inspector

Mary Vandeppeer

## Full report

### Information about the setting

Yarnton Way Nursery registered in 2008 and is run by the Pre-School Learning Alliance. The nursery is situated in the grounds of the Bexley Business Academy, located off Yarnton Way in Erith, in the London Borough of Bexley. The nursery is a self-contained unit with a security system entrance. It consists of four main play rooms. The nursery also has an office, staff room, parents' room, kitchen and toilet facilities, including a disabled toilet. There are two enclosed outside areas with safety surfaces. The nursery is registered on the Early Years Register. There are currently 97 children in the early years age group on roll. The nursery opens from Monday to Friday from 7.30am to 6.30pm all year round. A team of 29 staff, including the manager and deputy work, with the children. Staff are qualified from Level 2 to Early Years Professional Status.

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

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

- encourage parents to contribute their knowledge of their children's achievements and progress at home to further promote continuity of learning
  
- review the size of the groups children participate in, to ensure their individual learning needs continue to be met.

### Inspection judgements

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

The provider, management team and staff team show a positive commitment to ensuring children enjoy and experience an interesting and stimulating range of activities. Key persons use their observations and assessments to adapt these to meet children's individual needs and stages of development. This is evident throughout the nursery. Children have many opportunities to try out different things and build on skills they already have. They are able to repeat or learn new physical skills through different activities both indoors and outdoors such as climbing, balancing and sharing favourite resources. The role play area in the pre-school room is very popular and children enjoyed dressing up and acting out familiar scenes. Art and craft play offers various materials including paint, water and cornflour mixes that test children's senses and stimulate new vocabulary.

Staff are able to plan activities using their knowledge and understanding of children's interests and capabilities. This results in staff fully engaging children in their learning. Staff base planning on regular observations of children's play, development and any identified

next steps in their learning. They monitor observations regularly to help ensure each child makes consistent and good progress across all the areas of learning. Staff use photographs to support their written evaluations of children's achievements and they keep these in their learning journals. These important records of children's learning are always available for parents to view, providing information about their child's ongoing progress. Staff do not always gain information from parents regarding children's achievements and progress at home. However, key persons have informative conversations with many parents on a daily basis. Key persons are also very effective in creating individual play plans for children who they identify as needing additional support. Staff act on advice from parents and other specialists and they adapt activities to meet children's varying and changing needs.

All children clearly enjoy the wide range of play opportunities and resources available; they display a keen interest to learn. Staff show they have a good understanding and sensitivity by their interaction with children, providing guidance to them if they want or need it. Staff play with and support children very well, for example, in their encouragement of new and challenging activities and giving them new ideas to try out. The availability of daily outdoor play means children, even the younger ones, benefit from being in the fresh air. There is a wide range equipment, to help promote confidence in all children's physical abilities.

Staff are skilled in supporting individual children's involvement and participation in the activities available. They question and listen to the pre-school children's responses in the phonics session; although the group is quite large, overall, children are clearly learning the different sounds of letters joined together. Letter and number recognition also help children's learning. Interactive games, such as those on the computer, help to promote children's knowledge of colours, shapes and an understanding of the need to take turns. Children are encouraged to talk about their own family and home at various points in their day at the nursery, which gives them a sense of where they belong and helps them to feel secure.

Staff enable children to make independent choices about how they spend their time in the nursery. At meal times older children are able to choose what to have for their snack and can help themselves to a drink of water when they want to. Most of the time children have the opportunity to self-serve their food and are learning about good portion sizes. All children clearly learn, have fun and benefit from their time at the nursery.

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

Management and staff display a positive commitment to ensuring that they consistently promote children's well-being and welfare. Children show they know the routine of the nursery and clearly feel secure and valued. Both parents and children benefit from the support of their key person. They follow a settling in process that is understanding and sensitive to helping children settle and feel safe in their care. Children are supervised very well. Key persons work closely with parents and this results in the effective sharing of information to meet children's emotional development needs. Almost all the staff working

with the children have an up to date first-aid certificate; children's minor injuries can be treated knowledgeably and efficiently.

Children are able to learn about healthy eating as they enjoy freshly cooked, balanced and nutritious food. They can choose from water or milk to drink. As children are able to serve themselves, their independence in self-care is promoted effectively. Children are being taught how to get used to keeping themselves safe in an emergency. For example, they take part in practising evacuating the building. Staff carry out effective risk assessments regularly to help identify and address potential hazards. All children enjoy free access to the outdoor play area. There is a wide range of challenging and stimulating resources and activities, for both older children and the much younger ones, so they can continue learning and developing new physical skills in the fresh air.

Children behave very well, developing their social skills by playing together in groups, alongside their peers or with older or younger children. It is clear that children's personal, social and emotional development is given good attention by the staff. Staff provide important support and supervision that means respect for each other is learnt throughout the nursery. Links with local schools mean pre-school children can be prepared at their own pace, for any new challenges they might face in the next stage in their lives.

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

The management team have good and effective arrangements in place to implement the requirements of the Early Years Foundation Stage. Staff show they have a clear knowledge and understanding of the safeguarding procedures. They know what processes to follow if they ever have any concerns about children in their care. The robust recruitment procedures, combined with regular supervision and effective appraisals, mean staff provide good quality teaching and support for children and their families. A five year training plan has been devised to help ensure all staff can attend health and safety workshops and gain relevant childcare qualifications. This results in an efficient staff team who can carry out their roles fully and understand their responsibilities. The management review and update staff ongoing suitability, to ensure they remain suitable to work with children.

The self-evaluation system in place is effective and continuous. Regular team meetings and one-to-one sessions mean management can identify and discuss any queries from staff and feedback from parents. This enables them to address any issues as they arise. The provider gives good attention to and takes on board the views of parents, children and staff and uses them to contribute to improvements at the setting.

Parents' state their children thoroughly enjoy themselves at the nursery and are progressing well. They also say that they are very happy with the nursery and describe the managers and staff as very approachable and supportive. There are notice boards for parents and carers, displaying information to promote their understanding of the organisation of the nursery, such as staff and children's key-person groups. Displays of

photographs show some of the activities the children experience on a daily basis. This provides parents with good and clear information about how their children spend their time at the nursery.

The key persons value the partnership they have built up with local agencies and specialists, such as speech and language experts. This working relationship means they gain valuable knowledge about any child's individual needs. All staff make good use of this information to help promote children's development and well-being.

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
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 monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	EY384110
<b>Local authority</b>	Bexley
<b>Inspection number</b>	829874
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	84
<b>Number of children on roll</b>	97
<b>Name of provider</b>	Pre-School Learning Alliance
<b>Date of previous inspection</b>	06/02/2009
<b>Telephone number</b>	020 8320 7872

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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, 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.

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