

# Yellow Brick House (Earley)

Chalfont Park Pavilion, Chalfont Way, Lower Earley, Reading, Berkshire, RG6 5HQ



## Inspection date

28 July 2015

Previous inspection date

12 May 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Outstanding	1
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is outstanding

- Innovative teachers weave in many daily opportunities for children to strengthen muscles, hold and control smaller tools, write symbols, measure, plan, solve problems, make choices, evaluate and improve what they are doing. Children find learning is dynamic, exciting and rewarding. They are happy and confident to try out new ideas.
- Staff listen carefully to children, tune in to their thoughts and show they value their contributions. This proves a strong and effective basis for developing children's play, creativity, sense of achievement and skills in problem solving.
- Staff work closely with parents to ensure children quickly settle into the nursery. They prepare children exceptionally well for changes within the nursery and for their moves to school.
- Staff share a strong vision to nurture children who are capable, confident, resilient and self-assured. Staff reflect on children's emotional well-being and how they may further enrich their lives. Children thrive in this happy, respectful environment.
- Staff have an excellent understanding of their responsibility to ensure that they meet the safeguarding and welfare requirements of the Early Years Foundation Stage and diligently implement daily procedures to help keep children safe, fit and healthy.
- Managers value their staff as the nursery's greatest asset. They invest heavily in coaching, training and supporting staff towards higher levels of qualification and inspirational teaching.
- Staff regularly update on-line learning journals, newsletters and parent guidance documents. This helps all parents to link in with their children's daily activities and build on their enthusiasm for life and learning.

## What the setting needs to do to improve further

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

- develop the range of strategies staff use to support children as they share, reflect upon and value the diversity of their own experiences.

### Inspection activities

- The inspector observed a wide range of activities across all areas of the nursery and talked with staff and children about what they were doing.
- The inspector reviewed documents and procedures relating to safeguarding, staffing, supervision, risk assessment, equal opportunities, and health and safety, and checked a selection of other policies.
- The inspector sampled a range of children's records, the nursery's systems for planning, evaluation, and exchanging information with parents and external professionals.
- The inspector took account of the views of parents spoken to on the day and reviewed written communication from parents.
- The inspector met with the leadership team and conducted a joint observation with the early years coordinator.

### Inspector

Helen Robinshaw

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is outstanding**

Children achieve the best possible progress given their individual needs and starting points because staff consistently deliver excellent levels of care and education. A significant proportion of the staff hold, or are working towards, degrees in early years education. Children benefit from rich, diverse, and imaginative education programmes that nurture every area of their learning and development. Babies and toddlers develop excellent foundations for language as they listen to, and experiment with, an abundance of sounds, rhythms and stories. Older children plan and investigate how to make ice lollies they can eat and others they can use in their role-play. Strong, clear procedures for observing, recording and reflecting on children's interests and achievements ensure that staff continually extend each child's knowledge and skills. Parents praise staff for their frequent informal updates, celebrations and exchanges of information to support children's welfare and progress. Termly written updates and clearly presented assessments help parents and staff promptly identify and address particular strengths or gaps in children's learning.

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

Before children join the nursery staff meet families in their own homes so they better understand parents aspirations for their children. The languages, cultures and faiths celebrated in the local community are rich and diverse. Staff help children to talk about their activities in the community, such as football and ballet, but are less confident in helping children share their cultural heritage. Staff teach children strategies to negotiate, resolve misunderstandings and work in harmony. Staff put their training in safeguarding children into practice swiftly. They are alert to underlying risks to children's health, welfare and safety and are proactive in seeking external help and guidance to minimise risks to children. Staff teach children how to manage small risks and keep themselves and other children safe when using tools such as screwdrivers, hammers and knives. Staff's risk assessments are thorough and children's safety is always paramount in practice.

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

The owner of the nursery and her senior staff have a thorough understanding of the requirements of the Early Years Foundation Stage. They are highly proactive in searching out the latest ideas, research and statutory guidance to improve their services for children and their families. Policies, procedures and record keeping across the nursery reflect these exceptionally high standards and the competent, well-supervised staff who deliver them. Records also enable managers to monitor, in detail, every aspect of the nursery and each child's progress. Senior staff work closely with their team, the children and their parents to evaluate, improve and implement best practice on a daily basis. Well-established professional partnerships with external agencies ensure staff, parents and children quickly access any additional support they require to meet their individual needs.

## Setting details

<b>Unique reference number</b>	148634
<b>Local authority</b>	Wokingham
<b>Inspection number</b>	825948
<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>	80
<b>Number of children on roll</b>	89
<b>Name of provider</b>	Charlotte Wilkinson
<b>Date of previous inspection</b>	12 May 2011
<b>Telephone number</b>	0118 9873441

Yellow Brick House (Earley) registered in 1994. It operates from Chalfont Pavilion in Lower Earley, Berkshire. It is open each weekday from 8am to 6pm for 50 weeks of the year. The nursery is in receipt of funding for the provision of free early education for children aged two, three, and four. There are 37 members of staff, including catering staff and administrators. Of these, two hold Early Years Professional Status and one holds Qualified Teacher Status. Of the remaining staff, 25 hold relevant qualifications between level 2 and level 6.

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.

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.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

