

Yew Tree Nursery

Yew Tree Farm, Tarnock, Axbridge, Somerset, BS26 2SA



| | |
|--------------------------|-----------------|
| Inspection date | 28 October 2015 |
| Previous inspection date | 22 June 2009 |

| The quality and standards of the early years provision | This inspection: | Outstanding | 1 |
|---|-------------------------|--------------------|----------|
| | Previous inspection: | Good | 2 |
| Effectiveness of the leadership and management | | Outstanding | 1 |
| Quality of teaching, learning and assessment | | Outstanding | 1 |
| Personal development, behaviour and welfare | | Outstanding | 1 |
| Outcomes for children | | Outstanding | 1 |

Summary of key findings for parents

This provision is outstanding

- The management team provides excellent supervision for staff to ensure consistently high-quality teaching. The qualified staff team has good opportunities to extend their professional development, which improves outcomes for children. For example, staff have implemented more indoor and outdoor sensory experiences for the youngest children.
- Through meticulous monitoring, management quickly picks up where children need additional support to help them reach their full potential. There is excellent support for children who have special educational needs and those who are learning English as an additional language.
- Staff work closely with parents and other early years providers to understand children's starting points when they first attend. This helps staff to ensure their planning is sharply focused. They then adapt it on a daily basis to meet children's exact needs.
- Babies and young children develop extremely strong attachments to their key person. The key person carries out all their personal care and meets their physical and emotional needs exceptionally well.
- Staff skilfully promote children's personal, social and emotional development. They provide highly successful support, which enables children to manage their own behaviour. Children share, are kind to others and work together harmoniously.
- Staff support children highly effectively to manage appropriate risks for themselves. For example, older children learn to push their friends on a swing from a safe distance. Even the very young children learn to use tools safely, such as cutting up a banana.
- All staff know what to do should a child be at risk of harm. They implement the policies and procedures extremely well to protect and promote children's welfare.
- Staff promote a positive culture of valuing people's differences, listening to the opinions of others and understanding the right choices to make.

What the setting needs to do to improve further

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

- use all opportunities to promote children's awareness of how colours change to extend their development in expressive art and design even further.

Inspection activities

- The inspectors observed activities and the quality of teaching indoors and outdoors.
- The lead inspector held a meeting with the management team and carried out a joint observation with the head of early years.
- The inspectors checked safeguarding information and the premises.
- The inspectors sampled documentation, including policies and procedures, children's development records and planning.
- The inspectors spoke with parents, children and staff present on the day of the inspection, and took account of the nursery's self-evaluation.

Inspector

Elaine Douglas

Inspection findings

Effectiveness of the leadership and management is outstanding

The strong management team has an excellent awareness of their responsibilities to protect children's welfare and promote their development. They work together extremely well to ensure the highly effective management of the setting. Through constant self-evaluation the managers continue to drive improvement. For example, they reviewed the opportunities for children to learn about technology and updated their equipment. Children found the new resources exciting and learned a wide range of techniques. Safeguarding is effective. Staff understand the importance of monitoring children's attendance and carry out stringent risk assessments to keep children safe.

Quality of teaching, learning and assessment is outstanding

Children are highly enthusiastic learners because the quality of teaching is excellent. They have outstanding opportunities to learn about the natural world. They help to look after the pet ducks and chickens, for example. Children solve problems, such as which are the best tools to use to fix a broken cage, and also count how many eggs they collect. They use trial and error to complete a task, such as carrying water together. Older children link sounds to letters and take pride in learning to write their name on their pictures. However, staff do not always use all opportunities to help children to notice what happens when they mix colours. Staff respond extremely well to children's interests, which motivates them to learn. For example, toddlers went to collect leaves but were more interested in the animals. Staff used the opportunity to extend their vocabulary and help them understand the meaning of words.

Personal development, behaviour and welfare are outstanding

There is an outstanding key-person system. Children have an individual member of staff who gets to know them and their family extremely well. Parents state that they really appreciate that siblings get the same key person when they move rooms. In addition, children are also part of a key family group. Children have exceptionally high self-esteem and are confident to move around the premises and lead their learning. The highly stimulating environment has an extremely positive impact on children's well-being. They relish the opportunities to be outdoors and gain an excellent awareness of safe and healthy practices. Staff skilfully ensure that they do not inhibit children's learning. Children comment that 'it doesn't matter if they get dirty, it just washes off'.

Outcomes for children are outstanding

Children make outstanding progress in their learning and development. The excellent partnerships with parents, outside agencies and other early years providers have a significant impact on children's well-being and learning. Staff prepare children extremely well for their next stage of learning and school.

Setting details

| | |
|------------------------------------|--------------------------|
| Unique reference number | 511150 |
| Local authority | Somerset |
| Inspection number | 836954 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Age range of children | 0 - 8 |
| Total number of places | 100 |
| Number of children on roll | 161 |
| Name of provider | Wendy Griffin |
| Date of previous inspection | 22 June 2009 |
| Telephone number | 01934 750556 |

Yew Tree Nursery registered in 1998 and is privately owned. It is situated in the rural village of Tarnock, near Axbridge, Somerset. The nursery is open each weekday from 7am to 6.30pm for 51 weeks of the year. The nursery receives funding to provide free early education for children aged two, three and four years. There are 29 members of staff, 25 of whom hold an early years qualification at level 3. One member of staff holds a qualification at level 6, one holds an early years qualification at level 5 and two hold qualifications at level 4. In addition, there are administrative and domestic staff.

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

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

© Crown copyright 2015

