

# Yarnton Way Nursery

Harris Garrard Academy Grounds, Yarnton Way, Erith, Bexley, DA18 4DW



<b>Inspection date</b>	6 November 2017
Previous inspection date	16 October 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The manager provides strong leadership and sets high standards for the nursery. Regular meetings and supervisory sessions help staff monitor practice, to drive improvement and to extend staff professional development and teaching skills.
- Staff have a secure understanding of the importance of monitoring children's ongoing development. They identify gaps in children's learning and work together to close them. All children make good progress from their starting points.
- Children have daily opportunities to further their physical development and benefit from fresh air. For example, they use the outdoor area to exercise, play and learn.
- Staff celebrate the diverse backgrounds of children and staff at the nursery. They support children to respect each other's cultures. For example, they explore different festivals.
- The partnerships with parents are strong. Staff keep them well informed about their children's progress and well-being. They involve them in planning the next steps in their children's learning.

### It is not yet outstanding because:

- On occasions, some of the resources and toys are not within easy reach of the younger children, so they are unable to make choices about their play and learning.
- At times, staff do not plan activities and routines, such as lunch, effectively to ensure they meet all children's needs. For example, some children wait for overly long periods.

## What the setting needs to do to improve further

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

- review and improve the accessibility of resources for younger children, to help them make more choices and extend their learning further during free play
- ensure that the lunchtime routine is planned more efficiently, to help reduce the time children are waiting.

### Inspection activities

- The inspector observed the quality of teaching during activities. She assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She discussed self-evaluation and looked at relevant documentation, including children's records, and policies and procedures.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Mary Vandeppeer

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Management and staff know the process to follow if they suspect children may be at risk of harm. They share policies and procedures with parents, so everyone is aware of how to keep children safe. Robust recruitment and retention procedures help to ensure all staff are suitable to work with children. The manager supports the staff well and encourages them to attend training, and so further develop professionally. For example, recent training is helping staff to identify children's needs early. They provide good support to children who have special educational needs and/or disabilities. The manager and key staff liaise with other specialists and provide targeted support to help children extend their learning. The manager regularly monitors and tracks children's learning and development progress. She uses this information to help staff support children more effectively.

### Quality of teaching, learning and assessment is good

Staff are well qualified and know how children learn. They use a range of methods to support children who are learning English as an additional language, such as visual prompts for everyday words and situations. Babies thrive on the interaction they have with staff. They are encouraged to explore their surroundings and try out newfound skills. For example, building towers and knocking them down. Outside, older children are taking bark rubbings to use as a background for an animal project. Staff introduce mathematics into children's everyday play. For example, they measure and count bricks. Staff engage children in meaningful conversations and skilfully ask questions to build on what they already know. This helps to support their communication skills.

### Personal development, behaviour and welfare are good

Children develop a sense of belonging and form close attachments to staff in the nursery. The key-person system supports children well and they settle quickly. Staff support children to learn to keep themselves safe. For example, they hold hands as they walk along a path to reach the outdoor play area. Children enjoy freshly prepared meals and snacks. They enjoy being outside and enthusiastically and imaginatively make pies and cakes in the mud kitchen. Staff promote positive behaviour and are good role models. Children's behaviour is good.

### Outcomes for children are good

All children thrive in this warm, caring and welcoming environment. They learn to take turns, respect each other and develop meaningful relationships. Children have many opportunities to practise their writing skills. Children make good progress and develop many skills that support their future learning and their move to school.

## Setting details

<b>Unique reference number</b>	EY384110
<b>Local authority</b>	Bexley
<b>Inspection number</b>	1071079
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	84
<b>Number of children on roll</b>	91
<b>Name of registered person</b>	Pre-School Learning Alliance
<b>Registered person unique reference number</b>	RP900844
<b>Date of previous inspection</b>	16 October 2014
<b>Telephone number</b>	020 8320 7872

Yarnton Way Nursery registered in 2008. It operates from Harris Garrard Academy grounds, in Erith, Kent. The nursery is owned by the Pre-School Learning Alliance. It is open Monday to Friday from 7.30am to 6.30pm, all year round, with exception of bank holidays and the week between Christmas and New Year. The nursery is in receipt of funding for two-, three- and four-year-olds and early years pupil premium. The nursery employs 20 members of staff, 18 of whom hold relevant early years qualifications from level 2 to early years professional status.

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