

Yellow Dot Nursery

Yellow Dot Nursery, North Baddesley, Southampton, Hampshire SO52 9DT



Inspection date	19 August 2019
Previous inspection date	18 August 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
Effectiveness of 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 newly appointed manager has a clear vision for the nursery. She has identified areas of practice to develop further, such as parent handovers. She has been warmly welcomed by practitioners. They speak highly of the support she has given them in the short time she has been at the nursery.
- Practitioners know their key children well and how they like to learn. They prepare interesting activities that motivate children. For example, babies use wheeled toys to make marks with paint and older children learn to recognise letters in the environment as they hunt for dinosaurs.
- Children happily arrive at nursery and take pleasure in self-registration. Babies show delight in receiving cuddles from practitioners, while older children eagerly find their friends and quickly settle into their chosen play.
- Children make good progress from their starting points at the nursery. Those with special educational needs and/or disabilities are supported well by specialist practitioners. This helps to develop their specific needs and their ongoing learning.
- Parents comment that their children's individual learning needs are met well. They speak positively about the partnership working with other agencies, such as speech and language therapists, which benefits their children's care and learning.
- Practitioners do not routinely collect information from parents about their children's current development when they first start at the nursery. This has an impact on the effectiveness of planning for individual children.
- As children transition through the nursery rooms, the arrangements are not managed consistently well. Therefore, practitioners are not fully aware of children's precise interests from the outset.
- Some of the staff team are new to the nursery and therefore have not had the opportunity to become familiar with routines and procedures.

What the setting needs to do to improve further

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

- develop further the information that is gathered from parents about what children can do when they start at the nursery, to sharpen the newly introduced planning systems to make even better outcomes for children
- review arrangements for sharing children's interests as they transition through rooms to ensure a seamless connection to children's learning
- embed fully the support for new staff to help them become familiar with the nursery routines and procedures, to ensure consistency for children.

Inspection activities

- The inspector observed the quality of teaching in all rooms to assess the impact on children's learning.
- The inspector completed one joint observation with the manager in the older age-group room to discuss and evaluate practice.
- The inspector sampled documents, including safeguarding procedures, staff suitability checks and children's development records.
- The inspector spoke to parents, staff and children and took into consideration their views.
- The inspector tracked children's learning and development from their starting points to view progress made.

Inspector

Hayley Doncom

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager has a confident knowledge of her role and responsibilities to protect children's welfare. The management team provides practitioners with ongoing safeguarding training to help ensure their knowledge of the signs and symptoms to be aware of and how to pass on concerns is robust. They work together to monitor children's progress well and refine their focus by looking at groups of children to identify patterns in learning. Any gaps in children's development are supported and intervention is swiftly put in place to help them make progress. The new manager has started one-to-one supervisions with the practitioners. This is having a positive impact on the team morale and is therefore providing a positive environment for children.

Quality of teaching, learning and assessment is good

Practitioners motivate children to learn through using their interests and they adapt activities well. For instance, children enjoy colour mixing and story times. Practitioners use these opportunities to extend children's learning. For example, older children work together to build wooden designs. Practitioners question children well to allow them to develop their critical thinking skills and communicate their thoughts. Younger children learn how to pour their own drinks. Practitioners offer hand-over-hand support that allows children to successfully fill their cups. This promotes a positive sense of themselves. Outside, practitioners promote good levels of communication and language as children cook in the 'kitchen'. Children spend a considerable amount of time transferring materials from different-sized bowls. Practitioners extend this by including mathematical language, such as discussing the weight of each bowl.

Personal development, behaviour and welfare are good

Children show confidence and independence when accessing the environment, both indoors and outdoors. They develop their risk taking and problem-solving skills together as they negotiate the balancing equipment. This helps to promote their good coordination and persistence. Practitioners encourage time for all children to come together for 'community singing'. Children show enjoyment and are enthusiastic as they develop their social skills and physical development when singing and dancing together. Older children are eager to take on the responsibility of showing the younger children the actions. They develop caring attitudes towards each other.

Outcomes for children are good

Children build skills that support them effectively for the next stage of their learning. All children receive appropriate teaching to ensure positive outcomes. For example, children develop social interactions and communication and language through the use of signing. Babies develop their core strength and begin independently accessing the resources, which allows them to make their own choices. Older children show an interest in emotions and use 'pebbles' with faces on to support their understanding. This helps children to identify their thoughts and understand more about managing their own feelings.

Setting details

Unique reference number	EY320254
Local authority	Hampshire
Inspection number	10119305
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	64
Number of children on roll	113
Name of registered person	Yellow Dot (North Baddesley) Limited
Registered person unique reference number	RP908111
Date of previous inspection	18 August 2015
Telephone number	02380 739988

Yellow Dot Nursery in North Baddesley opened in 2006 and operates from a purpose-built building. It is owned by Bright Horizons. The nursery is open from 7.45am to 6pm, five days a week, for 51 weeks per year. The nursery employs 29 staff. Of these, 14 hold appropriate early years qualifications at level 3 or above. Two staff have early years professional qualifications at level 6. The nursery receives government funding for two-, three- and four-year-old children.

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