

# Inspection of Yellow Dot Town Nursery

Yellow Dot Nursery, 61-63 Leigh Road, EASTLEIGH, Hampshire SO50 9DF

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Inspection date: 25 November 2019

**Overall effectiveness** **Good**

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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Inadequate

## **What is it like to attend this early years setting?**

### **The provision is good**

Since the last inspection, the quality of children's care and learning has significantly improved. The new nursery manager has worked hard to meet actions and recommendations raised at the inspection. Staff have fully embraced and implemented the many changes the new manager has made to the nursery. The manager has evaluated and successfully developed staff understanding of their roles and responsibilities. Staff now receive regular supervision and training that supports their professional development and well-being. The qualified staff work together well to provide an ambitious curriculum that meets children's individual needs. They have high expectations for all children.

Children are very motivated to learn and eagerly explore the good range of accessible resources. Staff have evaluated and improved the organisation of resources. Everything is at the children's level and they now have more variety and choice. Older children particularly enjoy playing in an outdoor mud kitchen. They energetically fill and empty different-sized containers with mud and water. Overall, children behave well and develop good friendships and social skills. The provision for children with special educational needs and/or disabilities (SEND) is very good. Managers use information from parents and assessments to ensure that children receive constant individual care and support from their key person and are kept safe. Staff work closely with other agencies, which regularly visit the nursery, to meet children's individual needs. They successfully adapt activities and use equipment provided by therapists to include children.

### **What does the early years setting do well and what does it need to do better?**

- Children are happy and settled, and form close emotional relationships with their key persons. Staff work closely with parents to support children's care and good health, including children with SEND. Children have plenty of time to play outdoors and develop physical skills. Managers have introduced robust systems to ensure children's individual dietary needs and allergies are adhered to. Children develop the knowledge and skills they need for future success.
- Staff are good role models for children. They successfully promote children's confidence and encourage them to do as much as possible for themselves. Younger children rapidly learn to use the toilet. Older children serve themselves at mealtimes and help to clear away the dishes. They learn to put on their coats and shoes before playing outdoors. However, not all staff are as effective as room leaders in using a positive approach to teach children about how their behaviour affects others.
- Managers have improved how they use additional funding to rapidly identify, target and reduce gaps in children's individual learning and development. Overall, the quality of teaching practice is good. Staff enthusiastically join in

children's play and support them well to achieve their aims. However, they do not consistently ask open questions to encourage children to think and respond in more detail, to challenge children's learning even further. Consequently, children are not always fully challenged in their learning and development. Children thoroughly enjoy drawing and making marks. Some older children attempt to write letters of the alphabet. However, sometimes, staff miss opportunities to further extend children's literacy skills.

- Staff know all the children well. They have improved the use of the key-person system to meet children's individual needs. This includes information for parents in newsletters and room displays about the purpose of the key-person system. Staff plan an exciting range of activities and experiences that are linked to children's individual interests. They frequently adapt activities to provide children with a wide variety of experiences and access to all areas of the curriculum. Children remember and use what they learn, and develop their vocabulary and language skills, for example by talking about the ingredients they have used to make bread rolls to eat at teatime. Staff provide good opportunities for children to recognise familiar words, for example, while looking at recipe cards and making modelling dough. Staff successfully develop children's enjoyment of books. Children listen attentively to their favourite stories and confidently join in with the parts they know.
- Staff have improved partnerships with parents. They provide numerous opportunities for parents to get involved in their children's learning and development. For example, parents regularly borrow resources and books to support children's next steps and enjoyment of reading. Managers have improved the information available to parents to help them understand the nursery curriculum and child development. Parents speak positively about their children's care and learning.

## **Safeguarding**

The arrangements for safeguarding are effective.

Safeguarding practice has improved. The new manager has a sound understanding of safeguarding policies and procedures. Staff regularly complete safeguarding training to keep up to date with any changes. They know what to do if they are concerned about a child's welfare. Staff successfully help children understand about their own safety. For instance, they include older children in risk assessments of the outdoor play area. Staff use a superhero mascot to help children learn to look for danger and how to behave kindly towards others. They provide opportunities for older children to play games that develop their understanding of people who help us.

## **What does the setting need to do to improve?**

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

- develop staff teaching practice to extend the opportunities for all children to think and respond in more detail, to challenge their learning even further
- increase the opportunities for children to learn the sounds of letters of the alphabet and letter formation to support their emerging writing skills
- coach and support staff further to make sure they adopt a consistent approach to managing children's behaviour.

## Setting details

<b>Unique reference number</b>	EY331705
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10112475
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 to 4
<b>Total number of places</b>	75
<b>Number of children on roll</b>	82
<b>Name of registered person</b>	Yellow Dot Nursery (Eastleigh) Limited
<b>Registered person unique reference number</b>	RP908112
<b>Telephone number</b>	02380 651166
<b>Date of previous inspection</b>	30 May 2019

## Information about this early years setting

Yellow Dot Town Nursery registered in 2006 and is located in Eastleigh, Hampshire. The nursery opens five days a week throughout the year, from 7.45am to 6pm, except for a week at Christmas. The nursery receives funding to provide free early years education for children aged two, three and four years. It also receives pupil premium funding. The nursery employs 17 members of staff. Of these, two hold a qualification at level 5, eight at level 3 and two at level 2.

## Information about this inspection

### Inspector

Cathy Greenwood

### Inspection activities

- The inspector completed a learning walk of the nursery with the manager.
- The inspector spoke to children, staff and parents during the inspection.
- The inspector held meetings with managers. They discussed self-evaluation, and actions and recommendations raised at the last inspection.
- The inspector completed a joint observation with the manager.
- The inspector looked at a sample of documentation.

We carried out this inspection 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.

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