

# Inspection of Yeovilteenies Day Nursery

RNAS Yeovilton, Ilchester, Yeovil, Somerset BA22 8HL

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Inspection date: 21 July 2021

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children are very happy and settled. They choose from a range of exciting activities. Toddlers enjoy using small hammers to break ice blocks containing toy sea creatures. They strengthen their small-muscle skills needed for writing. They giggle with delight and say, 'fish' when they see the fish trapped inside.

Children relish playing outside and get plenty of fresh air. They communicate eagerly, retelling a treasured story or talking about ice cream while playing in the sandpit. Children strive to say their favourite flavour is vanilla, as they confidently practise and persevere with new vocabulary. Staff smile encouragingly, skilfully modelling how to say words correctly. Babies clap enthusiastically as staff make lively sounds and actions as they sing.

Staff conscientiously support all children's learning. They work methodically with other professionals and parents to help children with special educational needs and/or disabilities (SEND) to make good progress. Children behave well, and staff have high expectations. Children line up and listen to instructions, concentrate and work cooperatively as they play board games together.

The staff were keen to support families and children during the COVID-19 (coronavirus) pandemic. The nursery continued caring for children and provided learning activities and photographs to keep in touch with children who were learning at home.

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

- Children learn to recognise numerals by repeating actions. They use magnetic fishing rods to catch and collect more numbered fish. Children notice links between mathematics and their real-life experiences. They are excited when numbers remind them of the age of their siblings.
- Children enjoy practising how to grip paint brushes and dip them in paint. They are fascinated by the marks they make. They develop small-muscle control in creative activities. However, there is potential to offer children more opportunities to express their unique thoughts, ideas and feelings through experimentation with a range of media and art materials.
- Staff cater for children with allergies and special dietary needs. They communicate information regarding key children effectively throughout the team. They work with the cook to display children's allergy sheets prominently.
- Staff are good role models for children. They show children how to take responsibility for their own actions and care for others. Older children help younger friends operate the bathroom taps. Staff celebrate children's achievements and say, 'well done'. Children learn to have confidence in

themselves. They use sign language to say, 'thank you'. This assists children to communicate, particularly those whose speech is emerging or who have SEND.

- Staff challenge younger children to become more independent. Children eat healthy food using cutlery to feed themselves. They attend to their own toileting needs and make choices about which drink they prefer.
- Children enjoy learning about other cultures. The naval community can be posted to other parts of the world, so this knowledge and awareness is especially relevant to the children's lives. There is scope to significantly expand children's understanding of the diversity of communities.
- Children feel very secure and have close relationships with their key person. Staff have an excellent knowledge of their key children, what they can do and what they need to learn to do next. They pay close attention to the needs of children and are keen to comfort and distract them if they are upset or tired. Staff are very attentive to children's safety. They warn children to mind their fingers when using small hammers to break ice. Parents describe staff as 'brilliant'. Staff work to support families during big changes, such as being relocated to a new naval base. They keep parents fully informed about their children's welfare, achievements and what children will learn next.
- Leaders make accurate assessments of teaching. They effectively monitor children's progress and help staff to develop the skills needed to address any gaps in children's knowledge. They nurture a culture of support and cooperation among the staff team. This means that staff confidently share information and any concerns about children's welfare and development with leaders.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff feel confident about sharing any concerns about a child's welfare with leaders immediately. The designated safeguarding lead and staff have attended safeguarding training and understand their safeguarding responsibilities. Staff can describe signs of abuse accurately. They would not hesitate to tell managers any concerns about any child or the conduct of a staff member. Leaders have strengthened their recruitment practices and regularly review their safeguarding policy. Staff with paediatric first-aid qualifications are clear about the symptoms of an allergic reaction and what action to take to safeguard children's health.

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

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

- enhance opportunities for children to express themselves freely and creatively with a wide range of media and art materials
- extend children's understanding and awareness of the diversity of communities in modern Britain and the world.

## Setting details

<b>Unique reference number</b>	142872
<b>Local authority</b>	Somerset
<b>Inspection number</b>	10201683
<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 at time of inspection</b>	1 to 4
<b>Total number of places</b>	36
<b>Number of children on roll</b>	45
<b>Name of registered person</b>	S & D Childcare Limited
<b>Registered person unique reference number</b>	RP905735
<b>Telephone number</b>	01935 453 731
<b>Date of previous inspection</b>	15 May 2017

## Information about this early years setting

Yeovilteenies Day Nursery registered in 1995. It operates from purpose-built premises situated in the grounds of the Royal Naval Air Station (RNAS) Yeovilton, Somerset and serves families employed at RNAS Yeovilton. It is open on Monday to Friday, from 7.30am until 5.30pm, all year round, apart from one week at Christmas and bank holidays. The day nursery caters for children from the age of three months up to school age. The day nursery employs 11 members of staff to work with the children. Of these, one is qualified to level 5, and five to level 3. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four years.

## Information about this inspection

### Inspector

Shahnaz Scully

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The manager and the inspector completed a learning walk together to discuss what children are learning and the impact it has on their development.
- The inspector held verbal discussions with parents to ascertain their thoughts of the provision.
- The inspector listened to children talk about their learning and things that are important to them at the setting.
- A joint observation was carried out by the manager and the inspector, after which they discussed the quality of teaching.
- The inspector looked at statutory documentation, including the validity of paediatric first-aid certificates, staff suitability checks and child protection policies.

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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