

# Inspection of Yewlands Day Nursery

Yewlands Drive, Leyland, Lancashire PR25 2TN

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Inspection date: 15 February 2022

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

### **The provision is good**

All children are warmly welcomed into this inclusive and supportive nursery. Children are very happy here and their safety is a priority. Children thrive on the positive relationships they develop with both their peers and members of staff. Children behave well and achieve very high levels of independence. They become confident, curious learners who are keen to explore the very appealing and accessible learning environment. Children demonstrate a very strong sense of belonging and warmly welcome visitors to their nursery. Children are eager to talk about what they are doing and what they have learned, explaining that carnivores eat meat.

Children enjoy sensory play in abundance. They investigate and explore a vast range of textures, natural objects and materials that they can use creatively in many ways. Children purposefully select and add different resources to extend their play. For example, cardboard tubes are used as a garage for the car. Older children are learning about simple scientific concepts. They think about the different ways they can try to free a toy dinosaur from the ice. One child explains that the cold water will not work and they need warm water to melt the ice.

Children enjoy a wide range of activities and experiences that help them develop the skills and attitudes they will need for school. Staff remain very mindful of the impact the COVID-19 pandemic has had, particularly on children's social and emotional development. To help address this, staff throughout the setting prioritise children's emotional well-being.

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

- The education provision is strong and children benefit from a well-sequenced curriculum. Staff are knowledgeable about what they want the children to learn within each room. This helps to ensure that children are ready for the next stage in their learning and are well prepared for school. However, the educational programme to deepen children's understanding of the diversity of life in modern Britain is less well developed.
- The management team are clear about how the curriculum should be taught. They fully understand that what children are taught in the early years will help them be successful in their future learning. The manager has made significant improvements since the last inspection. She continually evaluates the quality of the nursery provision and is keen to strengthen the provision for outdoor learning. This will help to ensure that children who prefer to learn outdoors benefit from the same high quality and rich experiences that are currently provided indoors.
- Staff have high aspirations for all children and provide support and

encouragement to help ensure that every child gets a good start in their education.

- Children are learning to assess risk and to keep themselves and others safe. Older children take turns to wear a high-visibility jacket and take their pen and clipboard to conduct their own risk assessment of the outdoor play area. Children are very proud of their designated roles and are clearly motivated by their individual responsibilities. Children set tables for lunch using the real crockery from the dresser. They are supported to consider the number of children who will be dining and use their emerging mathematical knowledge to count and check they have the correct number of cups, bowls and spoons.
- Children are learning about the importance of a healthy lifestyle and how this helps to promote their good health and well-being. They have daily opportunities to be physically active outdoors. Children enjoy a wide range of freshly prepared healthy meals and snacks. They welcome the cook each morning as she shows and talks to them about the ingredients that will be used in their lunchtime meal.
- The provision for learning through role play, particularly in the toddler room, is exceptional. Staff have used an excellent range of everyday items to recreate a small home. This hidden gem at the rear of the toddler room is continually in use as children explore a treasure trove of real-life items to recreate real-life experiences.
- The curriculum for communication and language is strong. Staff model language and introduce new words to extend children's vocabulary. In the main, staff talk precisely. They encourage children to respond in sentences and correct mispronunciation sensitively. Children are interested in books and the written word. They are learning to handle books with care and turn pages correctly.
- Staff feel valued and work well as a team. Overall, professional development is good. Staff discuss training needs at regular supervision sessions. They access online training to gain some of the knowledge they need to further improve outcomes for children. However, some staff are less confident in their ability to support children to gain a deeper understanding of mathematics.
- Parents comment positively on the care and quality of education their children receive. They feel well informed about their child's time at nursery and talk positively about the discussions they have with staff when they collect their children and when using the online system to exchange information.

## Safeguarding

The arrangements for safeguarding are effective.

Staff are alert to the possible indicators of abuse. They have completed relevant training and understand their role and responsibility regarding child protection. Staff are clear that they would respond quickly if they had any concerns about a child's welfare. Information is prominently displayed that provides all staff with immediate access to relevant contact details for their local safeguarding partners. Staff implement effective risk assessments to help ensure that children can move and play safely. The creation of a new risk assessment role for pre-school children

has helped to raise their awareness of risk. Children are becoming increasingly aware of how to keep themselves and others safe when playing outside.

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

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

- extend the programme of professional development to raise staff's understanding and confidence in delivering a strong educational programme for mathematics
- strengthen the educational programme to deepen children's understanding of the diversity of life in modern Britain
- enhance the provision for outdoor learning.

## Setting details

<b>Unique reference number</b>	2563260
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10213216
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	50
<b>Number of children on roll</b>	65
<b>Name of registered person</b>	Yewlands Day Nursery Limited
<b>Registered person unique reference number</b>	2563259
<b>Telephone number</b>	01772 301330
<b>Date of previous inspection</b>	17 September 2021

## Information about this early years setting

Yewlands Day Nursery registered in 2020. The nursery employs 14 members of childcare staff, 12 of whom hold appropriate early years qualifications, two at level 2, eight at level 3 and one at level 5. The manager holds a level 6 qualification. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It also provides holiday care for children up to the age of 11.

## Information about this inspection

### Inspector

Vickie Halliwell

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector observed the quality of education being provided. She assessed the impact these activities had on children's learning. She completed a learning walk with the manager to discuss how the curriculum is planned and implemented.
- The nursery manager and the inspector completed two joint observations of adult-led learning activities. They discussed how the teaching observed extended children's understanding and linked into the learning intentions for the children.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- A number of parents spoke to the inspector during the inspection. The inspector took account of their views.
- The manager, staff and children were spoken to by the inspector during the inspection. Staff explained why they were undertaking some activities and how they worked with individual children.

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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