

# Inspection of Yewkids Nursery at Yewdale Community Centre

Yewdale Community Centre, Hutton Way, Carlisle, Cumbria CA2 7TH

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Inspection date: 13 May 2022

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

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

### **The provision is outstanding**

The devoted staff cherish every child and place them at the heart of everything they do. Staff recognise that children have spent much less time away from their families during the COVID-19 pandemic. They provide a bespoke virtual tour of the nursery, to help to equip children with the knowledge of what nursery life is like. This is contributing towards children's emotional security on entry. The thoughtful staff praise children's special 'wow moments'. They tune in to children's current interests to value their successes. For example, children beam from ear to ear when staff pretend to call 'Buzz Lightyear' to tell them about their new-found ability to manage their personal care needs. Children display impeccable behaviour. They listen to staff and follow their instructions. Children show care and consideration for others who are new to the nursery. They kindly take hold of their hand and lead them indoors when the outdoor play session is finished. Children are incredibly happy and settled. They have a wonderful time at this inclusive nursery. Leaders and staff have extremely high expectations for every child. They spark children's natural curiosity and desire to learn. Children are highly motivated individuals who immerse themselves in their play and learning. Younger children use a wide range of complex language when talking about dinosaurs. They use their imagination to create a boat using crates and planks and embark on a 'rescue mission' to 'save the turtles'. Older children gain an excellent knowledge of rhythm when clapping in time to the syllables of their name. They pretend that a mug tree is a rocket and count backwards from 10 to one. Children with special educational needs and/or disabilities (SEND) listen to their favourite stories with increasing attention and enjoy using linked props, such as a telescope. They follow instructions with two and three parts during imaginative play and use their excellent physical skills to copy marks, such as wavy lines, when exploring sand.

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

- The expert staff have a superb understanding of children's learning needs and interests. They engage in high-quality interactions, to extend on children's knowledge and skills at every opportunity. For example, staff encourage children to explore sea creatures, shells and rocks during water play. They step in to help children to gain a greater awareness of scientific concepts, such as floating and sinking. Additionally, during a game of football, staff intervene to teach children more complex skills, such as how to dribble a ball. This contributes towards the outstanding progress that all children make in their learning.
- The inspiring manager and her team of dedicated staff work together seamlessly. They draw on each other's strengths to create an ambitious team. The manager engages staff in regular supervision sessions. She continues to source meaningful training for staff that focuses on the needs of the children.
- Support for children with SEND is outstanding. Staff go over and above to

secure timely interventions and target early help and support for children at the earliest opportunity. The magnificent one-to-one support and purposeful sensory aids are contributing towards the rapid and substantial progress that all children are making over short periods of time.

- In response to the impact of the pandemic, staff are placing a very sharp emphasis on bridging any gaps in children's communication and language development. Staff are quick to build on children's splendid range of vocabulary. For example, they listen to children talking about prehistoric animals and introduce them to new terms, such as 'herbivore' and 'fossil'. This contributes towards children's ever extending range of vocabulary. Vast amounts of funding are being used to engage children in story and song sessions that are successfully supporting them to become eloquent communicators.
- Partnerships with parents are superb. Staff invite children to take books home from the 'bath, book and bed library'. This is helping to promote consistent routines that have a positive impact on children's physical well-being. Purposeful workshops, such as those relating to speech and language and school readiness, are supporting parents to build on their children's skills at home. Parents say that 'Staff have children's best interests at heart.' They express that 'The small staff team make a huge impression on all of the children they care for.'
- Staff have high aspirations for children's behaviour. Due, in part, to the pandemic and other social factors, staff are increasingly aware that some children struggle to regulate their behaviour. The daily 'mini-me well-being check-in sessions' are providing opportunities for children to express their feelings and emotions more freely. This is contributing towards children's positive mental well-being. Younger children are gaining the ability to place their favourite toys into a special basket, to free up time to play with their friends. Older children are extremely thoughtful and willingly help to clear up any spillages at snack time.
- The energetic staff engage children in exciting exercise routines, such as yoga, to help to enhance their balance, flexibility and core strength. Children actively take part. They demonstrate their growing ability to breathe in through their nose and out through their mouth when pretending to 'blow up a bubble'. Children show advancing physical skills when posing as a 'warrior' and 'jellyfish'.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and her team of staff have an excellent knowledge of their roles and responsibilities to protect children's welfare. They are highly vigilant and work in partnership with families and other agencies to safeguard children. Staff place children's safety at the forefront of their minds. For example, during a game of football, staff prompt children to wear protective equipment, such as shin pads, to prevent any injuries. From a recent survey, staff recognise that children are using an increasing range of technology at home. They provide beneficial advice to parents on safety aspects, such as cyber safety, to keep children safe at home.

## Setting details

<b>Unique reference number</b>	317628
<b>Local authority</b>	Cumbria
<b>Inspection number</b>	10207303
<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>	2 to 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	Yewdale Community Foundation
<b>Registered person unique reference number</b>	RP518415
<b>Telephone number</b>	01228 591 270
<b>Date of previous inspection</b>	7 September 2016

## Information about this early years setting

Yewkids Nursery at Yewdale Community Centre registered in 1997. The nursery employs five members of childcare staff. All hold appropriate early years qualifications at level 3. The nursery operates Monday to Friday, from 9am to 3.30pm, during term time. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Charlotte Bowe

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The manager led the inspector on a learning walk to show how the nursery is organised and to share information about the intent for the early years curriculum.
- A number of activities were jointly evaluated by the inspector and the manager.
- The inspector held discussions with the staff and children at appropriate times during the inspection. She held a separate meeting with the manager to discuss aspects of leadership and management.
- A sample of documentation was viewed by the inspector, including evidence of the suitability of staff, a record of staff qualifications and training, and some of the policies and procedures.
- The inspector took account of the views from parents.

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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