

Inspection of The Yellow Door Day Nursery

57 High Street, Godley, Hyde SK14 2PU

Inspection date: 14 October 2022

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision is good

Children are eager to explore and learn at the nursery. They are happy and safe. Children investigate the variety of resources that support their learning. They spend time outdoors every day, which supports their health and well-being. Children develop their physical skills with a sports coach who attends each week. Children behave well. They listen intently and follow instructions. Children understand what is expected of them and why. Strong routines support children's positive behaviour. For example, when it is time for snack, children know to wash their hands first and then find their seats.

Children learn new knowledge and skills at the nursery. They are encouraged to be creative and develop their imaginations through role play and art. Children throughout the nursery sing and dance, which helps to extend their vocabulary and promotes coordination. Older children listen intently as instruments are played under a blanket. They eagerly guess which instrument it is, building on their listening skills and knowledge of different instruments. The nursery has close links with a nursery in Africa. Children learn about how people in other parts of the world access water and food. This helps children to understand the wider world and how others live. Children take home pre-school library books. This helps children to develop a love of reading and strengthens partnerships with home.

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

- Staff know children well and plan next steps in their learning that meet their unique needs. They understand how children's skills progress and they plan learning to build upon what they already know. Staff regularly assess children to help ensure their learning develops over time.
- Staff do not always recognise when things in the environment make it difficult for children to focus on their learning. For example, when children are listening to a story, other children make noises with instruments and staff talk loudly. This distracts children from the engaging and interactive storytelling. This means that children do not always fully benefit from the learning experiences on offer.
- Children's mathematical development is supported well. For example, children learn to recognise numbers and count objects. They draw small and big circles in the sand. Staff tailor their teaching so that children are challenged. Children develop a sound knowledge of early mathematical concepts.
- At times, children are supported to develop their independent self-care skills. For example, babies are helped to wash their hands at the sink and pre-school children put on their own coats. However, these skills are not always promoted with toddlers. For example, toddlers frequently have their noses wiped by staff and their hands washed and dried for them. This means that self-care skills are not consistently developing across all age groups.

- Children have positive attitudes to learning. They become highly engaged in the activities provided. For example, babies listen intently as staff sing 'what's in the box'. They eagerly anticipate the box opening and take turns choosing an object. Babies are delighted as they shake shakers while staff sing nursery rhymes. Children take full advantage of the activities on offer to them.
- Staff consistently value children's own thoughts and feelings. For example, babies are asked if they are ready for their nappy change. Staff allow children of all ages to make their own choices about how they spend their day. This helps to develop children's self-esteem and helps them to know that what they think matters.
- Children with special educational needs and/or disabilities (SEND) make good progress. Staff are supportive. They know children well and understand their unique needs. For example, children who struggle with mealtimes are supported to eat close by the main group of children. This helps them to feel secure. Children with SEND make good progress.
- The manager is highly reflective and encourages staff to evaluate their own practice continually. She has developed a comprehensive package of training for staff to help ensure they are always learning and developing their skills. This helps staff to fulfil their roles to the best of their ability.
- Parents praise the nursery highly. They value the regular communication they receive through an online programme. Parents are invited to come into the nursery for celebrations, such as the summer fair. This helps to build positive relationships with families.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good knowledge of different types of abuse and what signs they are alert to. They know how to report any concerns that they have. Staff attend regular training to help ensure that their knowledge is up to date. The manager uses supervision meetings as an opportunity to check staff knowledge. She poses safeguarding scenarios to help staff understand what action to take in a wide variety of circumstances. Robust procedures are in place to help ensure any new staff members are appropriate to work with children. Staff assess risks in the environment. They promptly clean up spills to help keep the environment safe.

What does the setting need to do to improve?

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

- support staff to identify and act when the environment presents barriers to children's learning in order to help children focus and concentrate
- strengthen the development of children's independence so that they become confident in self-care skills.

Setting details

Unique reference number	2578976
Local authority	Tameside
Inspection number	10250955
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	81
Number of children on roll	82
Name of registered person	The Yellow Door Day Nursery Ltd
Registered person unique reference number	2578975
Telephone number	07305 576084
Date of previous inspection	Not applicable

Information about this early years setting

The Yellow Door Nursery registered in 2020 and is based in Hyde. The nursery follows a Reggio Emilia-inspired approach to teaching and learning. It employs 16 members of childcare staff. Of these, two hold appropriate early years qualifications at level 7, one holds a qualification at level 6, four hold qualifications at level 3, and three are qualified at level 2. The nursery opens all year round, Monday to Friday from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Amanda Richards

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Parents shared their views with the inspector.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager provided the inspector with a sample of key documents on request.
- The inspector carried out a joint observation with the manager.

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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