

Inspection of Yeovil College Nursery

Mudford Road, Yeovil, Somerset BA21 4DR

Inspection date: 14 June 2023

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is outstanding

Children are extremely happy and confident in the nursery. The impact of the curriculum is highly effective. Staff plan an excellent enabling environment, which facilitates children in becoming exceptionally successful independent learners. For example, older children 'read' stories, such as Goldilocks and the Three Bears. They then act this out, such as using a microwave, oven gloves, and oats, to pretend to make porridge in different-sized bowls. Children have outstanding opportunities to learn outdoors. They develop resilience, large muscle skills, imagination, cooperation, solve problems, and learn about nature, as well as extending their literacy and mathematical skills.

Children become highly independent and staff use every opportunity to enable children to do as much as they can for themselves. For example, tidy-up time takes as long as they need. They all help and older children work together to carry larger resources, such as tables. Babies learn to feed themselves and staff plan exciting activities, such as transporting water, to enable toddlers to gain the physical skills they need. Older children proceed to set the table, serve their meals and pour drinks with ease. The enthusiastic staff inspire children to get involved and have a go at new skills. For example, toddlers develop rhythm playing African drums and excitedly anticipate familiar actions. When a song says to stop, they all stop at the same time, learning to listen and follow instructions, while having enormous fun.

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

- The manager leads a highly professional staff team. They relish the opportunities for training and development, and enthusiastically implement new initiatives. The management team empowers staff to evaluate their practice. For example, they have focused on how they sequence children's learning throughout the nursery. Staff in each room now have an excellent understanding of how to plan for the skills and knowledge they want children to have before they move on to the next room. This prepares children extremely well for their next stages of learning and eventual move on to school.
- Staff are skilled at using their meticulous observations and in-depth knowledge of the children to plan their next steps. Leaders closely monitor any gaps in children's development and set individual targets to help quickly close them. Staff expertly consider how activities help children to develop the important skills they need. For example, children pull themselves up a slope using a rope and balance along slack lines, to develop their core strength, to help prepare them for writing.
- The manager uses funding efficiently, focusing on what will have the most beneficial impact on children's development. For example, a staff member had a year training in communication and language development, disseminating this to

all staff, which has had a massive impact on children's language skills. This means all staff give children plenty of time to think and respond to questions. The highly observant staff notice what fascinates babies, narrate their play, and take turns talking as babies babble. Staff skilfully extend children's vocabulary. For example, toddlers learn what nocturnal means and pre-school children say they need to keep hydrated in the hot weather.

- Children's behaviour is exemplary; they have excellent relationships and high self-esteem. The key-person system and settling-in procedures ensure children new to the setting settle very quickly. Babies happily play peek-a-boo, and toddlers listen attentively to stories. In pre-school, most children can self-regulate their emotions and manage conflict for themselves because staff support them highly successfully from a young age. For example, children go and get a sand timer to happily share resources.
- Children develop an outstanding positive awareness of their uniqueness and other people's differences. From babies to pre-school, they enjoy looking at pictures of their own and others' families. Staff ensure a highly inclusive setting and value children's home languages. Care practices are of a high standard, supporting children's health and well-being extremely well.
- Parents cannot praise the nursery enough, especially the staff. Parents comment that their children are making amazing progress, particularly in their language skills. Parents confirm that they get excellent information, including extensive ways of supporting learning at home. The managers are proactive in working in partnership with other providers and outside agencies. They get to know families extremely well to ensure they can provide the cultural capital each child needs, to prepare them for the future.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have an excellent understanding of their responsibilities, including wider aspects of keeping children safe and whistleblowing. The manager is experienced in dealing with child protection concerns and takes rapid action to safeguard children, including following up any non-attendance. Staff carry out daily stringent risk assessments, including for children with individual needs. Any accidents are extensively investigated, and immediate action taken to minimise further risks. Staff provide excellent opportunities for children to manage risks for themselves and understand safe practices. For example, they know to only carry a stick as long as their arm, and to be careful of others around them.

Setting details

Unique reference number	142870
Local authority	Somerset
Inspection number	10291737
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	41
Number of children on roll	83
Name of registered person	Yeovil College
Registered person unique reference number	RP903491
Telephone number	01935 845471
Date of previous inspection	5 December 2017

Information about this early years setting

Yeovil College Nursery is owned by Yeovil College. It registered in 1992. It is located in Yeovil, Somerset. The nursery is open Monday to Friday from 8am to 6pm, all year round, with the exception of bank holidays. They receive funding to provide free early education for children aged two, three and four years. The nursery employs 19 members of staff to work with the children. Of these, one holds qualified teacher status and one holds early years professional status. One member of staff holds an appropriate early years qualification at level 6 and four at level 5. There are a further 12 staff who hold an appropriate early years qualification at level 3. The setting also employs a trained chef.

Information about this inspection

Inspector

Elaine Douglas

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 deputy led the inspector on a learning walk to discuss their curriculum and what they want the children to learn.
- The inspector talked to the staff, parents, and children during the inspection and took account of their views.
- The manager and inspector carried out a joint observation on a whole group activity and discussed the quality of teaching and learning.
- The inspector observed the quality of education in all areas and outdoors and assessed the impact this was having on children's learning.
- The manager, deputy and inspector held a leadership and management meeting and the inspector checked relevant documentation to demonstrate the suitability of staff.

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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