

# Inspection of Yarnton Way Nursery

Harris Garrard Academy Grounds, Yarnton Way, Erith, Bexley DA18 4DW

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Inspection date: 23 June 2023

**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 Good

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

### The provision is good

Children develop well at this friendly nursery. They separate easily from their parents and quickly settle to their play. The manager is aware of the effect that the restrictions during the COVID-19 pandemic have had on some children's emotional security. As a result, staff give children lots of time to transition from home to nursery. This supports children's sense of well-being and security in the nursery. Staff have high expectations for all children's learning. Babies investigate a water-filled mat and staff name the animals inside it. Toddlers are busy exploring colours as they mix paints in a large tray. Staff help them to name the colours they are using and choose their favourite ones to add. Older children write their names on labels and add them to displays.

Overall, children show good attitudes to their learning. They choose what to play with and are supported by attentive staff, who know them well. Pre-school children follow instructions to make salt dough. They excitedly bring caterpillars over to staff to look at closely. They repeat the word 'cocoon' as staff explain this stage of the life cycle. Staff treat children with care and respect. They are gentle and kind and play closely with them. Babies experience gentle conversations as staff sit close by and chat to them. When toddlers need their nappies changing, staff ask if they are ready. They overcome any reluctance by making a game and suggesting the doll might like to use the potty first.

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

- Children are creative problem-solvers. They use the varied resources available to support their own interests. For example, children build a drum kit using a woodwork bench, tools and a wicker basket for a seat. Children realise the seat is not high enough and so stack builder's hats on top of each other, so they can sit comfortably to play their 'drums'.
- Staff meet children's needs well. At mealtimes, staff understand specific children's preferences for dry foods. They make sure that some are available as a replacement meal. Menus follow healthy eating guidance and offer children healthy choices, for example, a selection of fruit and vegetables at snack times.
- Children with special educational needs and/or disabilities receive very good levels of support. Staff are attentive to their developing needs and interests. Children receive one-to-one support and staff have clear plans in place to promote their development. This helps all children to achieve the best possible outcomes.
- Outside, children thrive. Staff provide an exciting and varied range of equipment and activities to ensure that all children's learning is maximised. Children play cooperatively together, taking turns to push each other on the tricycles. Children guess who can jump from the highest step on the climbing frame, judging the

risk that they can safely cope with.

- Staff have regular supervision meetings and training to support their professional development. The manager spends much time working alongside them and modelling best practice. However, sometimes this support is not effectively followed up to ensure that key messages on best practice are understood and implemented consistently. This means that there are minor weaknesses in implementing the curriculum across the setting which are not yet addressed. For example, staff do not always sit at the table as they are busy doing other things. This means that some children do not receive good modelling around eating and table manners.
- Staff supervise children closely and give reminders about expected behaviour. For example, children are told to share and say 'no thank you' rather than push their friends away. As a result, children's behaviour is generally good. However, agency staff who work regularly at the setting, sometimes do not follow policies. This means, at times, some children do not know what is expected of them.
- Children practise writing outside using large clipboards and paper. They use large brushes to paint paper wrapped around tree trunks and large pedal cars. This helps to develop their cognitive skills and strength in their arms and hands needed for later writing.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a good awareness of how they can keep children safe. The nursery is secure, which prevents people entering or leaving the premises unattended. There are good systems in place to ensure that children are accompanied when leaving the main premises to use the large garden. Staff receive initial and ongoing training to ensure that they have a good understanding of child protection. Staff talk confidently about the range of signs and symptoms that may suggest a child is suffering from abuse or exploitation. They are aware of the local procedures to follow if they have a concern.

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

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

- continue to support staff's professional development to ensure that staff's teaching and overall practice is consistently high in all rooms
- improve all agency staff's understanding and implementation of the setting's behaviour management policy.

## Setting details

<b>Unique reference number</b>	EY384110
<b>Local authority</b>	Bexley
<b>Inspection number</b>	10288904
<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>	0 to 4
<b>Total number of places</b>	84
<b>Number of children on roll</b>	85
<b>Name of registered person</b>	Pre-School Learning Alliance
<b>Registered person unique reference number</b>	RP900844
<b>Telephone number</b>	020 8320 7872
<b>Date of previous inspection</b>	6 November 2017

## Information about this early years setting

Yarnton Way Nursery registered in 2008. It operates from Harris Garrard Academy grounds, in Erith, Kent. The nursery is owned by the Pre-School Learning Alliance. It is open all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and the week between Christmas and New Year. The nursery is in receipt of funding to provide early education for two-, three- and four-year-old children. The nursery employs 14 members of staff, 12 of whom hold relevant early years qualifications ranging from level 2 to early years professional status.

## Information about this inspection

### Inspector

Beverly Hallett

## Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the nursery.
- The inspector viewed the nursery and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about the curriculum and what they want children to learn.
- Children communicated with the inspector during the inspection.
- Staff spoke to the inspector during the inspection.
- The inspector observed the interactions between staff and children.
- The manager and the inspector carried out a joint observation of a group activity.
- Parents shared their views of the setting with the inspector in person and in writing.
- The manager showed the inspector 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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