



Yellow Brick House (Twyford)

Inspection report for early years provision

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| Unique Reference Number | 148635 |
| Inspection date | 23 November 2006 |
| Inspector | Elizabeth Juon |
| Setting Address | Stanlake Pavilion, Stanlake Road,, Twyford, Berkshire, RG10 0BL |
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| Registered person | Charlotte Wilkinson |
| Type of inspection | Integrated |
| Type of care | Full day care |

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT SORT OF SETTING IS IT?

The Yellow Brick House Nursery (Twyford) opened in 1996 and operates from the Stanlake Meadow Pavilion. It is one of three nurseries owned by the same provider.

A maximum of 26 children may attend the nursery at any one time. The nursery is open each weekday from 09.00 to 15.35 or as morning and afternoon sessions 09.00 to 12.00 and 12.50 to 15.35, term time only. All children share access to a secure outdoor play area.

There are currently 55 children aged from 2 to under 8 years on roll. Of these 38 children, receive funding for nursery education. Children come from the surrounding areas. The nursery currently supports children with learning difficulties and disabilities.

The nursery employs 12 staff. The majority of the staff, including the manager hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children flourish because the staff follow highly effective policies and procedures, which meet the children's nutritional, health and physical needs. Their excellent support and guidance helps children gain a thorough understanding of hygiene and a real desire to become increasingly independent in their personal care. For example, children independently and enthusiastically wash their hands at appropriate times with little adult intervention. They use paper towels to dry their hands minimising the possibility of cross infection. Children, who are unwell, do not attend the nursery, preventing the spread of contagious ailments. Children receive appropriate treatment if accidents occur as staff have first aid training and the first aid boxes are well stocked and easily accessible, inside and outside. The accurate records of accidents, incidents and medication, promote children's welfare effectively.

Children develop a positive attitude to physical activities as part of their daily routine. They have regular opportunities to increase their balancing, climbing, riding and ball skills playing in the secure outdoor area. Children demonstrate their versatility and imagination changing the large building blocks and tyres into roads, bridges and towers.

Children thoroughly enjoy fresh fruit and toast at snack time and gain new skills when chopping apples and peeling oranges. Children have their dietary and nutritional needs met very well. They freely help themselves to fresh water from the jug, becoming increasingly aware of their own bodily needs. Staff take extra care storing lunch boxes provided by parents, if they do not contain an ice pack one is added, to ensure food remains fit for children to eat. Children knowledgeably talk about 'healthy' and 'unhealthy' foods with the staff and this effectively reinforces their understanding of a healthy diet.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children play and move around safely in the setting. The risks of accidental injury are skilfully minimised because staff are extremely vigilant and use thorough risk assessments to reduce potential hazards.

Children have sufficient space to move freely, and great emphasis is given to making sure the environment is welcoming for children to aid their development. The rooms are expertly set out into defined spaces such as, reading, writing and art areas. The outside area is an integral part of children's learning and is freely accessible to children throughout the session. The children move from one area to another choosing equipment and activities independently.

Children have easy and safe access to high quality age appropriate toys and equipment, which the staff check and clean regularly. Children benefit from effective safety measures in place

for example, staff monitor the front door and visitors sign in and wear a visitor's badge. Children are beginning to learn some sense of responsibility and knowledge about how to evacuate the premises safely through the regular fire drill practices.

Children's welfare is a priority. The staff that have an in depth understanding of child protection policies and procedures to protect and safeguard children should concerns arise. Parents are fully informed of the action that will be taken in the event of a concern through the written policy statement.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children thoroughly enjoy their time in the setting. All children arrive happy and eager to participate. They are animated and enthusiastic as they make choices about their activities. Children achieve extremely well because the staff are highly skilled and use their considerable understanding of early years guidance such as, Birth to three matters and the Curriculum Guidance for the Foundation Stage, to provide high quality care and education to the children.

Right from the start, the staff find out about children's skills, interests and needs and build on this information effectively to help children achieve as much as they can. A flexible approach to planning and an excellent balance between adult-led and child-led activities allows children to learn at their own pace. The key worker for children under three has a keen knowledge of Birth to three matters and implements the framework with ease as part of her planning. This ensures that activities meet the individual needs of the children so that each child makes excellent progress. Children's achievements are celebrated and documented in each child's individual developmental progress file. Relationships at all levels are excellent. Children's care is significantly enhanced by efficient and effective organisation. Policies and procedures are robust and fully support the expert practice of the knowledgeable and skilled staff who consistently promote children's wellbeing and support and develop their potential.

Nursery Education

The quality of teaching and learning is outstanding and consistently challenging for children. Staff understand children's needs and provide a wide range of interesting and stimulating experiences to move them on to their next stage of learning. Children are encouraged to initiate play and activities they are interested in for example, children make chocolate crispy cakes, following on from pretending to make them with bark in the outside area. The staff are perceptive to children's interests during self-initiated play and use questions very successfully to challenge children's thinking and language skills. During the baking activity, children discussed the changes that happen by melting chocolate. Skilful use is made of time and resources during the session to include aspects of all areas of learning and children have ample opportunity to learn numbers, recognise letters and sounds, enjoy books and sing and dance. For example, children using their imagination at the water tray avoiding the sharks are also gaining experience of weight and capacity when filling and emptying the buckets. Access to very good resources and interaction from the adults sustains children's interest and successfully enables them to develop their play. Children are allowed to experiment in their own way, in their own time. Staff only interfere in a positive way for example; a child purposefully emptied the contents of all

the baskets in the storage unit onto the floor. She then proceeded to stack the baskets into a very high tower. The adult recognised the learning benefit of the process and only intervened when the tower was ready to tumble and become a hazard. The child was then quite willing to tidy up. The children accept the expectation from staff that they can use all the resources with respect; consequently, children's independent decision-making is fostered. Outside provides a wealth of exciting learning opportunities. Children can create their own physical challenges in the adventure area; they balance along planks, roll, push and construct with tyres, manoeuvre tricycles around obstacles. Staff are on hand to give support, supervise safety and encourage new skills. Children can focus on one activity for a long time or dip in and out of several, such as dressing the dolls, using their imagination in role play or spontaneously creating a piece of art work from materials that are always available, paint, boxes, hole punch, stapler. Writing materials are plentiful and children are able to send cards to each other, draw their family and chalk on the outside blackboard promoting children's emergent writing skills. Children begin to make sense of the world and express their ideas as they join in a diverse range of exploratory and sensory experiences.

Staff use a highly effective system to observe, monitor and record children's achievements in their development files, and to plan experiences that help children take the next step in their learning.

Helping children make a positive contribution

The provision is outstanding.

All children receive an individual and warm welcome by name, developing their sense of belonging. The children have extensive opportunities to learn about themselves, each other and the world around them through activities, visitors and outings into the local community. For example, children have been introduced to the Diwali celebration by a parent giving her time to the nursery. Children are learning about making a difference in people's lives through their participation in charitable events such as, fund raising for the Children in Need appeal. Children can access a wide range of resources, which depict positive images of diversity. This fosters children's understanding of the wider world and cultures other than their own.

Children with additional needs, learning difficulties and disabilities are supported by the staff commitment to the development of each child. The special educational needs coordinator works closely with parents and with external agencies to ensure that the children receive relevant and sufficient support to make progress.

Children's behaviour is first class. Appropriate behaviour is highly valued by staff who reward children with consistent praise and encouragement. The staff support children in sharing and turn-taking. Children are aware of the boundaries and the staff are sensitive in the way they manage unwanted behaviour. They encourage the children to resolve their conflicts through discussion and negotiation enabling children to have control of their feelings.

Spiritual, moral, social and cultural development is fostered.

An excellent partnership with parents contributes significantly to children's well-being in the setting. The staff actively seek parents' views about their children's needs and interests before

their child starts at the setting, and on a regular basis throughout their time in the nursery. Staff ensure that all parents know how their children are progressing and developing through verbal exchanges and the use of the development file. Parental involvement in children's education is actively encouraged such as, the nursery to home book lending scheme. These steps ensure extremely effective continuity of care for the children. Parents attend a variety of events during the year such as the Christmas celebrations and parents evening.

Organisation

The organisation is outstanding.

Children's care and enjoyment is greatly enhanced as the premises are well organised and there is sufficient time for children to complete their self-chosen activities. Indoor and outdoor space is laid out to maximise play and learning opportunities for children. The adults give the children excellent support, are attentive to their needs and provide a child-friendly environment. This contributes to children's enjoyment, achievement and ability to take an active part in the setting.

Staff have high regard for children's welfare and wellbeing. They use excellent record keeping systems to effectively promote children's health, safety, welfare and individual needs. The wealth of comprehensive policies and procedures provide a cohesive basis for the day-to-day practice of the staff team. All documentation is regularly reviewed such as, the complaints procedure and child protection information, so it is in line with current regulation.

Children's care and learning benefit because there is a well-qualified, suitable and skilful staff team who continue to update their knowledge and skills for example, attending Child Protection and Birth to Three matters training.

Leadership and management of the setting are outstanding. Staff have an extensive knowledge of the Foundation Stage Curriculum and effectively put this into practice to benefit the children. Systems to evaluate the provision and children's progress are successful. Consequently, there is sufficient planning and the activities have a proper focus. Management has a clear direction, systems to monitor and evaluate the nursery education and staff performance. This ensures staff are proactive in making changes that have a positive consequence on children's development. Staff systematically maintain children's developmental records to a high standard and include photographic evidence of children's achievements. These are used to inform future planning to meet children's individual needs. As a result, children are making excellent progress towards the early learning goals.

The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last Care inspection the provider was asked to record outdoor safety checks and organise space to effectively meet children's needs.

The indoor and outdoor area are organised to provide a stimulating environment to meet children's needs well. There is documentation in place to record the daily safety check of the outside area. These changes promote the wellbeing of the children.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

No recommendations for improvement are made because the quality and standards of care are outstanding.

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk