

Yellow Brick House (Twyford)

Inspection report for early years provision

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Inspector	Jill Milton
Setting address	Stanlake Pavilion, Stanlake Road,, Twyford, Berkshire, RG10 0BL
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Type of setting	Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

The Yellow Brick House Nursery (Twyford) opened in 1996 and is one of three nurseries owned by the same private provider. The nursery operates from the Stanlake Meadow Pavilion in the town of Twyford, Berkshire and there is access to a secure outdoor play area. The intake of children is from a wide geographical area. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 26 children under eight years may attend at any one time and there are currently 42 children on roll in the early years age range. The nursery is open each weekday from 9.00am to 3.35pm term time only and children may attend for a variety of part-time or full-time sessions. The nursery is in receipt of funding for the provision of free early education for children aged three and four years. Support is offered to children with special educational needs and/or disabilities. The nursery employs 10 staff, eight of whom hold appropriate early years qualifications. The manager is a qualified early years teacher, with early years professional status.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are thriving exceptionally well in a stimulating and caring environment. Staff are using a key person system successfully to ensure they observe and plan for children's individual developmental needs. There are excellent partnerships in place with parents and staff fully involve them in monitoring the children's progress. The staff receive inspiring support from the proprietor of the nursery and a positive approach to continual improvement underpins all that the staff are achieving.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- extending the range of snacks offered to children to help them make healthy choices

The effectiveness of leadership and management of the early years provision

Staff are committed to maintaining a very safe environment for the children in their care. They are up-to-date with their procedures and guidance relating to child protection so that they can act speedily should the need arise. The policy relating to safeguarding is typical of the excellent standard of the written procedures that support the staff in their daily routines. All documentation in the nursery is extremely well-organised and regularly reviewed. This includes a number of levels of risk assessment to ensure children are safe, if they are playing indoors or

exploring outside. Although recruitment does not take place very often, there are excellent checking procedures in place to ensure adults are suitable to work with children. The established team of staff undertake training and adopt a very professional approach to their work, with a number going on to study at degree level. This positive attitude to improvement begins with the management and permeates the whole team. Staff use a number of methods of self-evaluation and they make action plans with ideas that directly benefit the children's experiences. Two such examples include extra training on story telling and improvements to the garden area.

The nursery is a stimulating environment, full of colour and interest for young children and the staff organise the space exceptionally well. Children have access to a wide range of high quality resources and staff are continually extending the items available. Staff present the equipment attractively to the children and encourage their self-selection. Children play with resources that promote diversity and staff demonstrate a positive attitude to inclusion in the way they have regard for children's individual needs. Parents speak well of the caring staff and written comments reflect their thorough satisfaction with the nursery. Staff value the opinions of families using the setting and they address any occasional concerns as they arise. The partnership with parents makes an excellent start as staff offer visits to the child's home environment. Parents are fully involved at each stage of recording the children's development and they have regular individual meetings with staff to discuss progress. Staff are very good at sharing information about early education so that parents can feel confident, for example, when they share books at home on loan from nursery. Staff are building up some effective working links with other providers of childcare in the community. Photographs of a visit to the local children's centre is one of a number of successful recent innovations.

The quality and standards of the early years provision and outcomes for children

Children are able to progress rapidly in their early learning since staff create an interesting and accessible environment. Children are highly motivated to take part in the activities and they settle quickly into play when parents leave them. Staff offer settling-in visits to new children and operate a successful key person system to support the children's emotional needs. There are some effective strategies in place to manage children's behaviour using problem solving and conflict resolution. Children respond very well to positive messages about using resources as they 'choose, play and put away'. This helps develop children's independence and healthy attitude to learning as they make their own choices. It also extends children's understanding of safety as they play an active role in managing their environment. Children play co-operatively and enjoy a friendly rapport with the staff. Children's understanding of the wider world flourishes as they learn about festivals that are important to others or take part in trips into the community. An excellent variety of activities, including bus trips or visits from a farmer and animals, increases children's awareness of the world. Children are progressing very well with their understanding of technology, using software to develop their awareness of number. Staff present areas of the nursery extremely well to encourage children to use tools such as hole punchers and scissors, to explore how

things work and to engage in their own creative ideas. Children learn to replace equipment when they have finished their game and laminated notices showing pictures, words and numerals help children to achieve tasks for themselves.

Children receive many positive messages about staying healthy as they choose the option to play outdoors or freely access drinking water. Staff are meticulous with regard to hygiene throughout the nursery and they are vigilant in refreshing areas during the day to maintain their high standards. There are rigorous procedures in place to protect children's health and staff are aware of individual needs. Monitoring of the occasional accident or infection enables managers to identify and address any potential problem areas. Children take part in sociable snack times with friends and they learn about healthy eating, though the range of foods offered is a little repetitive. Outdoor play provides children with delightful opportunities to be active and enjoy fresh air. The safely enclosed garden area supports not only children's physical development, but encourages an interest in nature and creative play. Inclement weather is not a reason to miss playing outdoors as children use wet weather suits, provided by nursery. Children spend time each session in their small key groups and this enables them to contribute fully to discussions and to share stories. There is superb support to early language and literacy in the nursery since staff have an excellent understanding of how to help children's development. Children make frequent use of areas that encourage mark-making and they progress rapidly with writing skills. Staff support the children's learning in all areas extremely well. They base plans on the children's interests and each child receives an individual education plan to help them progress to the next stage. Staff, parents and children contribute to developmental records and these learning journeys provide an informative and personal record. Staff store these records at child-height so that the children can contribute their opinions about their achievements. This demonstrates the way staff value the uniqueness of the children in their care.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met