

Yellow Wellies

Inspection report for early years provision

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Inspector Pauline Pinnegar

Setting address Woodhouse Close Children's Centre, Walker Drive, Bishop
Auckland, Durham, DL14 6QL

Telephone number 07977 153 118

Email

Type of setting Childcare on non-domestic premises

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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

Yellow Wellies is one of five nurseries managed by a limited company. It was registered in February 2010. The nursery operates from a single-storey building in Woodhouse Close Children's Centre, Bishop Auckland. The nursery serves the needs of children from the local community and a wider surrounding area.

The nursery is open from 8am to 6pm each weekday throughout the year except for public holidays and the Christmas holiday period. It is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register for a maximum of 64 children at any one time. There are currently 48 children on roll, all of whom are in the early years age range. The nursery has a number of children with special educational needs and/or disabilities and for whom English is an additional language.

There are eight members of staff employed to work with the children. Most staff are appropriately qualified. Three members of staff are working towards Early Years Professional status. The nursery receives support from the local authority and is a member of the National Day Nurseries Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff make up a well-qualified and dedicated team who effectively support all children to make good progress in their learning and development. The manager and staff provide clear direction, underpinned by strong management systems. Each child is valued, their interests and enthusiasms are sought out and nurtured. Systems for summative assessments are developing and most of the required documentation is in place. The nursery has a very good partnership with parents and carers and other agencies which positively impacts upon the good progress that children make given their age, starting points and ability. Effective reflected practice clearly identifies areas for continued progression, which results in well targeted and sustained improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- update the record of risk assessment to include any assessments of risks for outings and trips
- continue to develop the systems for summative assessments in order to clearly track children's development over time
- develop the system for recording the administration of medicines so that it reads clearly.

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding children are very effective and all staff are thoroughly vetted. Effective induction and support systems ensure new staff know the procedures to safeguard and protect children. Staff are well qualified and trained, with a strong commitment to making the nursery even better for the children. Staffing arrangements ensure children have continuity with a key person, monitoring their progress. This allows children to move safely around the nursery and to play in areas of their choice in the spacious rooms and the outside play area. Staff are vigilant in carrying out regular risk assessments and daily safety checks, to ensure that children are very safe in all areas of the nursery. However, there is not a record of these for each individual outings. Children's welfare is effectively safeguarded because staff have a clear understanding of how to report concerns and initiate the appropriate proceedings, both within the organisation and in line with the Local Safeguarding Children Board.

The management works very closely with staff, and with all parents to carefully monitor the nursery and set in place clear action plans which are successfully used to secure improvements in the nursery for the children. The management demonstrate a passion to provide the best possible care for children. Consequently, the staff team are committed, enthusiastic in creating a positive, and enabling play and learning environment. This open self-reflecting approach ensures children are happy and thrive in a stimulating well planned environment. The good level of care, guidance and support for children is a particular strength of the nursery. Staff have created the ethos of a very caring nursery. They are clear about their roles and responsibilities and have a strong commitment to continual professional development. There is a very good, supportive management structure in place. This results in very effective teamwork. Most policies and procedures are clearly written and are an effective aid to staff in their daily practice to support children's welfare. However, the system for recording the administration of medication, at times lacks clarity.

Quality resources are deployed to enable children to make good progress in their learning and development. Children take part in a good range of activities to develop their learning and appreciation of the diverse world in which they live. Children are learning about the importance of recycling as they use cartons and boxes in the role play area and to make models. All children have direct access to the outdoor play areas which are effectively used to enhance children's learning in a different environment. Effective systems to support children with special educational needs and/or disabilities, and those who speak English as an additional language, which means that all children feel valued and their uniqueness is promoted. Staff work exceptionally well with wide range of professional agencies, such as speech and language therapist, social workers and health visitors to develop and monitor individual educational plans. Consequently, no child is disadvantaged. Systems to work with other early years providers is developing. The effective key worker system enables staff to establish very close working relationships with parents from the onset, in order to secure continuity of children's care. Discussions with parents suggest that they, highly value the care their

children receive and are impressed with the progress that their children make. Parents feel involved in the nursery, and are able to share and contribute to their children's developmental records as they wish.

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

The nursery provides a good start to children's learning and play experiences. The high priority placed on children's welfare and personal development means that they soon feel secure and settle in quickly. Staff work well together to plan stimulating activities which link across the six areas of learning, both indoors and out, and have a clear understanding of the children's next steps in their development. As a result, they are flexible and build well on the children's interests. Each child has a learning journey folder that is always accessible to their parents, which is sensitively written in a way which gives complete ownerships to the child. This includes photographic evidence of their work and highlighted activities they have taken part in. Staff make accurate observations of children's achievements, so that activities are well matched to individual needs. Effective support is provided quickly, so that all children make good progress in all aspects of their learning and development. The nursery has recently introduced systems for tracking children's progress in the form of summative assessments, but these are not clearly embedded as yet.

Babies play with a quality range of toys and experiences that promote the development of their senses. For example, they respond excitedly to the excellent range of equipment and resources in the sensory area. They explore and investigate the treasure baskets and have fun playing with gel and all children have opportunities to explore their senses in the well equipped sensory room. Sleeping and changing routines for the babies are thorough, and carefully recorded. Staff ensure that the daily routine is planned according to their individual needs and at their own pace. As a result, babies are very happy and feel secure. Children benefit from having the use of the outside play area where they participate in interesting and stimulating activities. For example, children have opportunities to learn about how plants grow and take great pleasure in planting and watering vegetables and growing bulbs. Sand and water play, with scales helps children to understand how to weigh and measure, and there are resources to help them balance and mark-make also. Children thoroughly enjoy using this area and this is a very valuable resource which helps them to make good progress in all areas of learning. Children are positively encouraged to learn about other cultures in an environment that depicts diversity and have access to a good range of resources that promote this. Consequently, they learn to respect those who may be different to themselves. Children thoroughly enjoy using the range of musical instruments including the 'karaoke' machine, and adapt everyday items, such as large saucepans and lids to bang together as they explore music and sounds in the garden. Children are developing their early writing skills, they have excellent opportunities to write for different purposes and have access to a wide range of writing resources, which they select independently. Children's creative development is given very good attention as they express their own ideas, use a variety of art equipment and take part in role-play which is imaginative and rich in

learning opportunities.

Children are learning extremely well how to keep themselves safe, they are encouraged to take safe risk with close supervision of staff and take part in regular fire drill practises. Children's emotional well-being is extremely well nurtured. They learn to share and take turns and are considerate of each other as they build friendships with their peers, and share warm and caring relationships with staff. Children know what is expected of them because boundaries are consistently and sensitively applied, by caring and supportive staff. Staff have established effective systems to help children stay healthy, for example by explaining the importance of hand washing and good personal hygiene. Children are well supported to develop a healthy life style through the provision of healthy and nutritious snacks and freshly cooked meals. Children have very good opportunities to enjoy fresh air, no matter what the weather is like, either in the enclosed play area or on walks to local parks. The outdoor area has soft surfaces, where babies can practise their crawling and walking skills. Older children negotiate space well as they ride their bikes or kick the balls, they have great fun running up and down on the grassy slopes and catching balls using the large fishing nets.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

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	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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