



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 148635

DfES Number: 510602

INSPECTION DETAILS

Inspection Date 13/05/2003
Inspector Name Anne Jeanette Faithfull

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Yellow Brick House (Twyford)
Setting Address Stanlake Pavilion
 Stanlake Road,
 Twyford
 Berkshire
 RG10 0BL

REGISTERED PROVIDER DETAILS

Name Mrs Charlotte Wilkinson

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

The Yellow Brick House Nursery (Twyford) opened in 1996, and is part of the Yellow Brick House chain. The nursery may care for no more than 26 children aged from 2 years to under 5 years old at any one time.

The nursery is situated in Stanlake Meadow Pavilion in Twyford. They have access to a kitchen, toilets and a fully enclosed outdoor area. The nursery serves the needs of the local families; the intake reflecting the local community.

The nursery is open from 09.00am to 15.35pm Monday to Friday term time only. Children can either attend all day or for morning or afternoon sessions, which are 09.05-12.05 or 12.55-15.35 pm, Lunch is also available. There is a waiting list for some of the sessions.

There are 20 funded three-year-olds and 13 funded four-year-olds attending on a part time basis throughout the week. The nursery has a special needs co-ordinator, and two children with special needs attend the nursery. The nursery employs 13 members of staff, 8 of whom (members of staff) have relevant teaching and childcare qualifications. In addition the nursery has input from a qualified teacher via the Earley Years Development Childcare Partnership.

How good is the Day Care?

Yellow Brick House Nursery Twyford provides good quality care for the children.

Staff provide a warm, welcoming and secure child orientated environment. Through effective planning by all members of staff, activities and resources provided are well balanced, fun, stimulating and interesting for the children. Through staff training and knowledge of how children learn, the activities offered promote and encourage children's learning in a positive way. Good use is made of the inside and outdoor area, although owing to some large resources space can be limited inside on occasions, which impacts on the space available for the children to use.

Staff encourage children to be aware of health and hygiene issues, the majority of staff have paediatric first aid qualifications. The staff are very aware of each children's individual needs and treat each child with respect. Good resources are available to reflect other cultures, gender and disabilities. Children with special needs are given support help and guidance from the staff and are encouraged to take part in all of the activities. The staff encourage children to be independent especially at drink time and lunchtime. Although staff are very aware of safety issues both inside and outside and undertake daily safety checks, they are not recorded.

Staff have high expectations for good behaviour. Children are aware of this and respond positively. Staff are good role models and use praise and encouragement effectively throughout the day. The staff have a good knowledge of child protection procedures.

The nursery has a very good partnership with parents. They share information, in a variety of ways including newsletters, home and nursery diaries and the notice board. Parents are very pleased with the progress their children make and comment on how happy and secure their children are. All policies and procedures are in place.

What has improved since the last inspection?

The last inspection was a transitional inspection no areas for improvement were highlighted.

What is being done well?

- The activities and resources provided both inside and outside promote children's learning. (Standard 3).
- Staff knowledge of how children develop and learn has a positive effect on children's progress. (Standard 3).
- Staff provide a warm, welcoming secure environment for the children. (Standard 4).
- Staff encourage children to become independent at drinks and lunchtime. (Standard 8)
- Staff are aware of each child's individual needs. (Standard 9).
- Staff have high expectations of children's behaviour (Standard 11).
- The staff have good relationships with the children and their parents. (Standard 12)

What needs to be improved?

- the recording of safety checks completed on the outdoor area

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?**The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
4	Ensure space is well organised and used effectively to meet children's needs.
6	Ensure safety checks completed on the outdoor area are recorded.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Yellow Brick House(Twyford) offers good quality provision which helps children to make good progress towards the early learning goals.

Effective teaching and staff knowledge of the early learning goals ensures that children make very good progress in all areas. The children are confident, happy and secure and eager to participate in a wide range of experiences and activities. Staff promote and develop the children's play during planned and free choice activities. Children are encouraged to be independent and to contribute to their own learning. Staff are effective in their use of questioning to encourage children's thinking. Children behave well in response to the high expectations and sensitive support of staff.

A thorough planning and assessment system is in place and is used very well to check and record children's progress towards the early learning goals. All staff contribute to the planning and recording of children's progress. Staff participate in planning and evaluating all activities. Good support is given to children with special educational needs. An effective system is in place to support children with English as an additional language.

Leadership and management is very good. Staff are caring and very knowledgeable. They work well together as a team, providing a well planned stimulating environment where children learn through a wide range of activities. The principal effectively monitors and evaluates both the activities and the children's learning. This ensures a continuing commitment to the children's education of the children attending and on-going training for the staff.

Partnership with parents and carers is very good. They are informed about the activities and routines via a range of media. They share their observations about their child with the staff and regularly discuss the progress of their child.

What is being done well?

- Children's personal, social and emotional development is very good. They are confident, competent and interested in learning.
- Staff provide interesting and stimulating opportunities both indoors and outdoors, which promote the early learning goals
- Children's communication skills are good. They are confident in their interaction with staff and can express themselves well.
- Good relationships are in place with parents. They are well informed about daily activities and children's progress.
- Assessment of staff and the nursery provision ensures that training needs

and areas for development are identified.

What needs to be improved?

- There were no significant weakness identified, nor aspects that would benefit from improvement.

What has improved since the last inspection?

The children now have the opportunity to use resources outside to promote their physical development.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children make very good progress in personal, social and emotional development. Relationships are good and children show consideration and support for others. Children are confident, interested, enthusiastic and eager to participate in all activities. Children respond appropriately to high expectations for acceptable behaviour.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children make very good progress in communication, language and literacy. Children communicate and listen well to each other visitors and staff. Good activities are provided fostering language and literacy skills. Children are confident writers and use both everyday and role play situations to reinforce writing skills. Staff effectively make good use of open ended questioning to extend children's thinking and communication skills.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children make very good progress in mathematical development. Staff use their imitative in everyday situations to extend children 's counting, measure and number skills for example during drinks time and the sand and water experiment. Staff provide good opportunities through planned and practical activities such as the "fish" activity to enable the children to record numbers, shape and size. Children are very confident in users of mathematical ideas.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children make very good progress in Knowledge and understanding of the world. Children are given the opportunity through a wide range of practical activities to learn from first hand experiences. Children have the opportunity to use a good range of technological resources including a photocopier which children can access to copy their pictures. Opportunities are provided for children to talk about past and present events in their own lives the lives of others

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children make very good progress in physical development. Through good planned and free choice use of the outdoor area children have the opportunity to develop an awareness of space and movement. Children are given the opportunity through a variety of different activities to effectively use both malleable materials and tools. A magnifying glass was used to look at the fish. Children are confident in their personal independence skills and show an awareness of basic hygiene.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children make very good progress in creative development. Children are able to express their ideas and feelings and to explore their senses through a wide range of media. Activities include role play, imaginative games, painting to music and taking part in music and movement sessions. Displays show a wide range of media used by the children to explore colour and texture and to encourage their individual creative skills.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There were no significant weakness identified, nor aspects that would benefit improvement.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.