

# Yellow Wellies

Woodhouse Close Children's Centre, Walker Drive, Bishop Auckland, DURHAM, DL14 6QL

<b>Inspection date</b>	23/09/2013
Previous inspection date	06/07/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

## The quality and standards of the early years provision

### This provision is inadequate

- Children are not adequately safeguarded in the setting because staff do not always administer medication with written parental consent and staff are not effectively trained to consistently administer medication appropriately. In addition, the premises are not adequately risk assessed to ensure children are kept safe when playing outside.
- The outdoor area is not suitably resourced or carefully considered when planning for children's age and stage of development. Consequently, children are not always motivated to learn when outdoors.
- Staff do not carefully monitor children's individual progress over time. As a result, gaps in children's learning are not quickly closed and intervention required to support children's learning and development is not quickly sought.
- Staff do not fully involve parents in their children's learning and development. This means children's learning is not always consolidated and parents are not always supported to understand the progress their child is making.
- The management team do not mentor staff through a clear induction procedure. Consequently, staff are not fully aware of their role or responsibilities.

### It has the following strengths

- Children are developing their imaginations well because staff encourage children to engage in pretend play.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed children in all three base rooms and in the outdoor area.
- The inspector completed a joint observation with the manager of the setting.
- The inspector held meetings with the manager, senior practitioners and three parents.
- A range of documents in each base room were inspected including observations, planning, tracking of children's progress, photographs of events and daily diaries.
- The inspector checked evidence of staff suitability, risk assessments, medicine forms, training certificates, policies, procedures and the setting's self-evaluation documents.

## Inspector

Laura Hoyland

## **Full Report**

### **Information about the setting**

Yellow Wellies was registered in 2010 and is one of three settings privately owned and managed by Daypark Ltd. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a single storey building in the Woodhouse Close Children's Centre, Bishop Auckland. The setting serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The setting employs 11 members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 or above, including one member of staff with Early Years Professional status. The setting opens Monday to Friday all year round, excluding bank holidays and the Christmas period. Sessions are from 8am until 6pm and children attend for a variety of sessions. There are currently 75 children on roll, of whom all are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children.

### **What the setting needs to do to improve further**

**To meet the requirements of the Early Years Foundation Stage the provider must:**

- monitor children's progress frequently in order to identify and quickly close gaps in children's learning
- consider the individual needs and stage of development of each child and use this information to provide a stimulating environment and enjoyable experiences for children outdoors
- ensure children are adequately supported following any identification of emerging concerns in their learning and development by supporting parents to understand the advice and support available from other professionals
- ensure information regarding children's learning and development is regularly shared with all parents and support parents to understand how the Early Years Foundation Stage is being delivered in the setting
- promote children's health by ensuring medication is only administered to children if written permission is obtained for each specific medication
- coach and monitor staff to ensure medication is administered appropriately to ensure children's well-being is promoted
- ensure all staff clearly understand the need to assess any potential risks to children's well-being and minimise those risks, with specific regard to plants and berries in the outdoor area
- ensure all practitioners have a clear understanding of their roles and responsibilities by conducting a thorough induction when they commence employment.

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

- strengthen systems for evaluation and monitoring to ensure targets for improvement are quickly identified and prioritised.

**Inspection judgements**

**How well the early years provision meets the needs of the range of children who attend**

Staff have a sound understanding of how children learn and develop and they regularly observe children during play opportunities. Planning is completed regularly taking into consideration children's interests and next steps. However, tracking of children's progress is not always completed regularly to show a complete picture of how they are progressing and some children are not making expected levels of progress. This is not identified by staff and, therefore, gaps in children's learning are not being focused upon and closed in a timely manner. In addition, staff do not adequately support children with delays in their learning and development because they do not share concerns with parents or work with parents to seek interventions from outside agencies. This means some children are not making adequate progress from their starting points and are not effectively supported in their learning and development to prepare for their transition to school.

Children happily arrive at the setting and engage in a range of activities. Babies make marks on paper with crayons and chalks developing their fine muscle skills and supporting their early literacy skills. Older children use their imaginations well while caring and dressing dolls, cleaning the dolls and carefully dressing them and other children look for fairies in the garden. This supports children's imaginations and creative skills, allowing them to develop their own ideas. Staff have started to develop their indoor environment and plan for specific areas of learning. However, staff do not plan effectively for outdoors in order to ensure all children are stimulated. The outdoor area poses some risks to children due to debris and resources being piled near the building and resources are not carefully considered to ensure all children enjoy learning outdoors. In addition, babies do not have any provision set up outdoors to access, in order to explore and develop their physical skills.

Parents are warmly welcomed by staff when they arrive at the setting and staff discuss children's weekend activities. Parents are able to complete a 'weekend sheet', which details the events children have taken part in and staff use any information gathered to plan activities for the children. However, many parents are not made aware by staff of how children's learning is supported in the setting or that children have development files and where to access them. This means staff do not effectively share information regarding children's development regularly with all parents.

### **The contribution of the early years provision to the well-being of children**

Children's welfare needs are not sufficiently met because staff do not always obtain written permission from parents when administering prescribed and non-prescribed medication. In addition, staff do not always know when medication was last administered to children before they arrive in the setting, this means children's health is not consistently promoted well. Staff share children's day with parents and complete daily sheets for babies detailing their feeds, nappy changes and sleeps. Staff follow children's individual routines and liaise with parents during settling-in sessions to learn about children's needs, their likes and dislikes. All children are allocated a key person who supports children settle both into the setting and when moving rooms. In addition, the key person supports parents to understand the routines when their child moves rooms. This means children are supported well during transitions in the setting.

Staff ensure the doors to the outside area are open throughout the day and older children freely choose the environment they would like to play in. These children have space to exercise and access the fresh air. However, there is no provision currently in place to allow babies to access the outdoor area safely to develop their physical development. Staff promote healthy eating with children and encourage them to try new foods. A range of healthy and nutritious meals and snacks is provided, which allow children to learn about adopting a healthy diet.

Children behave well in the setting because staff talk to them frequently and reinforce rules and boundaries. Children play cooperatively together and have made firm friendships with their peers; they share resources well and support each other during the day. For example, children support each other to negotiate the pallets and wooden planks when practising their balancing skills. This means they are learning together about taking small risks in their play and learning about dangers in the environment.

### **The effectiveness of the leadership and management of the early years provision**

The inspection was brought forward by Ofsted following two notifications, which were raised by the provider. The first notification was due to a lost child in the building. Since the incident, the staff have reviewed the outings policy and procedures and conduct regular headcounts. Staff are deployed effectively and registers are accurately kept. In addition, risk assessments have been conducted for outings and staff have been retrained on their responsibilities to safeguard children when moving around the setting and on trips. The second notification was made following an incident regarding the administration of medicine. However, the setting's medication policy and procedures are not yet robust and staff are still not following instructions given by the management team. In addition, written consent to administer medication is not always sought from parents. This means children's health and welfare is not adequately protected. It is also a breach of the Childcare Register requirements.

All staff have received safeguarding training and have been vetted to ensure they are suitable to work with children. Staff know who the setting's safeguarding officer is and who to contact if they have any concerns regarding a child's welfare. However, children are not sufficiently safeguarded because staff are not following the adequate procedures for administering medication and they are not supported to fully understand their role and responsibilities. This is because staff are not sufficiently inducted following employment. For instance, the new manager has not received an induction following her employment to the post more than four weeks ago. In addition, children are not safeguarded in the outdoor area because risk assessments have not been conducted on the plants and berries, which are accessible to children. Staff are aware of the berries but have not effectively minimised risks. This is also a breach of the Childcare Register requirements.

The manager has a clear plan for improvement and has a passion to provide high quality care. She has created plans for improvement and has started to hold meetings with staff both individually and as a team. Unfortunately, the manager has not had sufficient time in post to enable her to make the improvements that are required and not all areas requiring

improvement have been fully identified or prioritised as yet. In addition, the recommendations from the previous inspection have not been promptly put into place to ensure continuous improvement has been made. The manager has started to monitor the planning and the quality of teaching and learning. She is able to identify good practice and areas that require improvement. However, again she has not yet had time to monitor all children's progress. Consequently, those children not making sufficient progress have not been clearly identified and outside agencies have not been involved to support children and families.

Staff are committed to attending regular training courses and have a positive attitude to learning new skills. Staff feel the new manager is committed to supporting them to develop their knowledge and have a positive attitude to change. A number of staff are currently attending college courses and other staff have recently accessed short courses that interest them and support their professional development. Parents feel supported by staff and are happy with the care their children receive. Parents feel staff are very approachable and that any concerns and issues they have are promptly dealt with.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

#### To meet the requirements of the Childcare Register the provider must:

- ensure a risk assessment of the outdoor area is conducted immediately and ensure all necessary measures are taken to minimise any identified risks (compulsory part of the Childcare Register)
- keep a record of any medicine administered to any child who is cared for on the premises, including the date and circumstances and who administered it, including medicine which the child is permitted to self-administer, together with a record of parent/guardian/carer's consent (compulsory part of the Childcare Register)
- ensure a risk assessment of the outdoor area is conducted immediately and ensure all necessary measures are taken to minimise any identified risks (voluntary part of the Childcare Register)
- keep a record of any medicine administered to any child who is cared for on the premises, including the date and circumstances and who administered it, including medicine which the child is permitted to self-administer, together with a record of a parent/guardian/carer's consent (voluntary part of the Childcare Register).

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY403962
<b>Local authority</b>	Durham
<b>Inspection number</b>	936658
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	63
<b>Number of children on roll</b>	75
<b>Name of provider</b>	Daypark Ltd
<b>Date of previous inspection</b>	06/07/2010
<b>Telephone number</b>	01388 603862

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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