

Yellow Wellies

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

Inspection date	28/03/2014
Previous inspection date	23/09/2013

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
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The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Teaching is good in the nursery, an interesting range of well-planned activities supports children's learning effectively so that they make good progress from their developmental starting points.
- Staff provide good support for children with English as an additional language, working hard to ensure their needs are met and that they make good progress in line with their peers.
- The smooth transition between the home and nursery supports children to form strong attachments. As a result, they are comfortable in the environment and are well behaved.

It is not yet good because

- Staff do not always make good use of the information that they have about children to ensure their individual needs are consistently met.
- Children's welfare is not promoted because management have failed to monitor the effectiveness of and the implementation of the settings policies and procedures to ensure children are kept children safe and well.
- There is room to enhance the planning of focused adult-led activities, as occasionally the older or more able children do not have optimum opportunities to build on their prior knowledge and skills with regard to letters and sounds.

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 activities throughout the nursery in both indoor and outdoor spaces.
- The inspector looked at children's records, observation and assessment files, planning documentation and a selection of policies.
- The inspector spoke to the manager, staff and children throughout the inspection.
- The inspector took account of parent's views through discussion and the information from the settings self-evaluation.
- The inspector carried out a joint observation with the manager.

Inspector

Janet Fairhurst

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 66 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. It supports children who speak English as an additional language.

What the setting needs to do to improve further

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

- ensure that all staff know how to use the information they have pertaining to individual children, by demonstrating in their daily practice that they have a clear understanding of their roles and responsibilities, particularly relating to how they manage children's dietary needs to always safeguard their health and well-being
- improve the monitoring of staff to ensure that the settings policies and procedures are known and are being consistently and robustly implemented by all staff, in particular the implementation of the nursery policy, such as, dietary requirements.

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

- enhance further the opportunities for older and more able children to practise and apply their knowledge of letters and sounds (phonics) to set them on the route to reading
- improve the systems for self-evaluation to ensure it continually evaluates all aspects of practice to consistently identify areas for development, taking into account staff performance to foster a culture of continuous improvement in staff's daily practice.

Inspection judgements

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

The quality of teaching is good overall. Children learn through a balance of both child-initiated play and targeted adult-led experiences, which have specific learning intentions in mind. Consequently, they achieve well and make good progress in the stimulating and well-resourced indoor and outdoor environment. Individual staff members know what their key children can do and what they need to do to support their development further. They indicate on weekly written planning sheet how adult-led activities and interaction will support individual children's needs in relation to their interests, the provision of new experiences, to promote their next steps or as an assessment opportunity. This ensures provision is consistently tailored to the needs of individuals. Planning sheets for individual children challenge staff to think about their role in supporting learning. As a result, they are well prepared to enhance children's learning through the promotion of specific language, questions for thinking or the equipment needed to extend the activity further. Staff keep learning journey records to follow individual interests and monitor what they can do using a development tracker. As staff monitor their key children's progress, they identify any children who are not making expected levels of progress. Staff begin to work more closely with these children's parents and outside agencies if necessary, for example, with the speech and language therapist, which supports their progress. This then enables them to provide targeted support where needed to aid children's continued progress and development. Parents are kept well informed of children's activities, their interests and their progress in a variety of ways, including use of daily discussions, diaries, and access to their child's learning journey records. They also attend termly meetings where staff share summary reports about their child's learning and progress. Furthermore, they are involved in their child's progress check at age two years. As a result, they are actively engaged in children's learning.

Staff interact well with the children; they get down to the children's level and make good use of open-ended questioning techniques that invite them to think and communicate. Some children attending the nursery speak English as an additional language and staff effectively support their language and communication skills well. Staff ask parents for key words in children's home languages. They also record some of their written observations using the child's home language which demonstrates how they value parents as a partner in children's learning. Daily routines are used effectively to promote children's ability to self-care. Pre-school children find and put on their own coats ready to play outside, most access and use the bathroom independently when needed. Circle time promotes children's ability to sit and listen. Staff skilfully use both planned and spontaneous experiences to prepare children for their future learning and the move to other provision. For instance, staff provide lots of opportunities for pre-school children to write for a purpose. As a result, children show a keen interest in making marks for a purpose and follow through their own thinking by accessing paper and pens from the writing area, so they can make a list of their friend's names. Children's achievement is good overall in literacy. They like sharing books with each other, turning the pages carefully and retelling stories. However, there is scope to develop the already good opportunities for the more able children to build upon their prior skills and knowledge with regard to less familiar letters and sounds.

Children know where to find the materials they need to support their learning and extend their thinking, and staff effectively support this by questioning children about the items they want and what they plan to do with them. For example, a group of boys discover that by using a straw they can make bubbles in their milk. A member of staff suggests they could do this with paint and works with the boys encouraging them to think about what they think they would.

Counting and calculating is thoughtfully encouraged by staff through everyday experiences. For instance, as they roll the play dough they count how many balls they have made, and they calculate and use numbers as they sing familiar number rhymes. In the toddler room, children develop an understanding of mathematical language as they construct with large wooden bricks and recyclable boxes. This is because such language is well promoted by staff who introduce and model words, such as, 'balance' and 'taller', as they build towers together. Children of all ages learn about technology and how it is used. For example, pre-school children enjoy easy access to the interactive white board. They are keen to show what they can do, such as, writing their names. Younger children play with a variety of cause and effect toys and are excited by the noises, both purposely and accidentally, produced by their actions. As a result, they are having fun and are motivated to explore and investigate further. Babies investigate and explore their surroundings, freely accessing natural resources which enable them to use their senses as they play. Staff continually respond to children's interests, providing them with good opportunities to develop their skills. For example, following their interest in building blocks, staff provide a range of different sized blocks for them to access. The babies are eager to explore and examine the blocks for themselves. The member of staff then models how to stack them, further promoting their interest. Staff continually respond to younger children's attempts at communication and always talk to them as they play. This encourages their early language development. All children demonstrate good physical skills and these are developed through plenty of physical exercise and outdoor play. They learn to move their bodies with control and coordination as they ride wheeled toys, climb, run and jump.

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

Settling-in sessions provide new children and their parents with time to get to know the staff and the environment. This combined with a well-established and effective key person system helps children to form secure emotional attachments and provides parents with a familiar person to share information with regarding their child. Transition between rooms is supported effectively as children have settling-in times so they can become familiar with their new carers and surroundings. Children freely access a wealth of resources and equipment that enable them to make choices about their activity and play. They are confident, motivated and interested in what they are doing and what is on offer. As a result, they make good progress in their personal, social and emotional development. This is reflected in their positive attitudes to one another and consistently good behaviour both in and out of doors. Children develop strong friendships and their secure emotional attachments provide a strong base on which they develop confidence and the self-awareness they need for their future learning. Staff sensitively reinforce children's understanding of what is expected of them using simple, meaningful messages, such as, 'thank you for sharing' or 'well done for using your kind hands'. Staff play specific music to

indicate 'tidy up time', encouraging children to listen to instructions, work together and to view the task as being fun.

All children learn about the importance of healthy eating and lifestyles through discussion, activities and daily routines. Children display a positive attitude towards healthy eating. Menus are healthy, balanced and varied. Children are involved in cooking activities to build upon their knowledge, such as, making their own pizzas to share with their friends. Staff actively encourage children's independence at mealtimes and pre-school children serve their own food and use cutlery with confidence. Staff sit with the children while they eat and promote social skills and conversation. All staff are well informed of children's individual welfare and care needs, but they are not all careful to use the information to always tailor children's care to their individual dietary needs. At such times, lapses in staff's practice have the potential to harm children's health. For example, on one occasion a member of staff served food that is contrary to children's dietary needs. This means that staff are not monitored effectively to ensure they meet all children's needs, and this weakness impacts on their health and their safety. Children follow good personal hygiene routines and enjoy frequent access to the outside play area in all weathers. Children learn to act in a safe manner, for example, they know not to run inside, climb on furniture and to sit while eating.

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

This inspection took place following a notification to Ofsted by the provider. This was a notification about a serious incident pertaining to children's dietary requirements. This raised concerns relating to food, drink, training, support and information about children. Although there were no concerns raised regarding the information that is collated about children, the inspection found that at the time of the incident, the provider breached a requirement of the Statutory Framework of the Early Years Foundation Stage, as the provider did not do all that was necessary to promote children's good health. A child was served food that did not meet their dietary requirements; however, immediate action was taken and fortunately the child did not suffer any adverse effects. This demonstrated that the management team did not implement their policies and procedures to safeguard children and promote their good health effectively. At inspection, the manager explained that they have conducted their own internal investigation. She explained that despite holding a team meeting prior to the incident which focused on updating procedure regarding meeting children's ongoing dietary requirements, a member of staff failed to follow the procedure. The manager has held further meetings with staff, ensuring that they all have current information about all children's dietary requirements and these are referred to at all times. She has also clarified roles and responsibilities to ensure that the key person is fully involved in collating information from parents so they have first-hand knowledge of each child's specific requirements, and the manager takes responsibility to ensure that this is shared with all staff. While this is an isolated incident this poor practice has a significant impact on children's health and well-being.

Staff are knowledgeable about child protection procedures and they work in partnership with outside to safeguard children from the risk of abuse and neglect. Secure recruitment

and vetting procedures are in place, which check and confirm the suitability of staff working with children. The manager routinely monitors staff practice in relation to the quality of teaching and learning. However, this monitoring is less effective in checking staff's understanding of nursery procedure and their ability to use the information collated from parents to ensure that all children's unique care routines are followed. They are, however, clear in their commitment to meet requirements and take immediate action to address the issue in relation to staff's understanding and to ensure the implementation of expected care procedures are robustly adhered to. Children are cared for by a qualified staff team, resulting in them being provided with good teaching and learning experiences. The management team monitor the educational programmes well to ensure all children achieve within the seven areas of learning. Performance management systems, including the use of peer observations and regular supervision, are used well in some areas to support the continued development of staff, with regard to the delivery of the educational programmes. The setting's targeted improvement plans have recently been focused on the development of teaching and learning, which is having a positive impact on children as they are making good progress.

The nursery staff demonstrate the importance of working effectively in partnership with parents. They strive to keep parents fully informed about all aspects of the nursery through regular discussions, newsletters, noticeboards and displays throughout the nursery. Parents are invited to spend time in the nursery with their children. For example, fathers work with their children to make surprise mother's day gifts, and all are invited to participate in their sports day to help raise money for Sport Relief. Staff work as part of a multi-agency team, working together with parents and other professional agencies. This ensures families and children receive early intervention and support, if needed. Parents state that they are very happy with the care and learning opportunities that their children receive and how much their children have progressed since starting. Staff understand the importance of working closely with other early years professionals and early years settings that children also attend to ensure information is shared. Currently, practice in the nursery requires improvement. There is a weakness within staff's consistency in practice and means that not every child's care is fully tailored to their individual needs. Although there are systems in place to evaluate the nursery's overall performance, these are not all robust. Systems to monitor and deliver the educational programmes are very successful, but the breach and current weakness in staff's practice demonstrate the nursery's self-evaluation is not effective. Having said that, since the last inspection, the staff and management have worked well together to address all of the actions and recommendations that were raised. As a result, they have improved the quality of the care and learning that children receive. For example, monitoring of the educational programme has improved and includes room observations of teaching and learning taking place. The observations, assessments and planning that staff make are checked by management to ensure their accuracy and consistency throughout the nursery. A new system has been introduced to track children's progress and to identify any gaps in their learning at an early stage. Management have also improved the procedures for the administration of medicines and removed hazardous bushes from the garden. All of which show a positive approach and willingness to develop and continuously improve.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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

Unique reference number	EY403962
Local authority	Durham
Inspection number	966116
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	65
Number of children on roll	66
Name of provider	Daypark Ltd
Date of previous inspection	23/09/2013
Telephone number	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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