

Yellow Wellies

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



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| Inspection date | 3 February 2015 |
| Previous inspection date | 28 March 2014 |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|--|-------------------------|----------------------|----------|
| | Previous inspection: | Requires Improvement | 3 |
| How well the early years provision meets the needs of the range of children who attend | | Good | 2 |
| The contribution of the early years provision to the well-being of children | | Good | 2 |
| The effectiveness of the leadership and management of the early years provision | | Good | 2 |
| The setting meets legal requirements for early years settings | | | |

Summary of key findings for parents

This provision is good

- Staff analyse gaps in children's learning successfully, because this is based on an accurate evaluation of activities. This means that all children make good progress.
- Staff provide interesting adult-led activities, such as cutting out potato shapes and using them in printing. Consequently, children enjoy what they do and learn through practical, fun ways.
- Clear targets and priorities for improvement are in place. The owner has a clear drive to develop the provision further and she supports the manager and staff in their roles successfully.
- Key persons accompany children for short visits when they are preparing to move up into their next room. This supports the next stage in children's learning and provides valuable emotional support to help them cope with change.
- Staff provide good levels of teaching and care, which has a positive impact on children's confidence and self-motivation.
- Staff involve parents when their children are ready to move on to school. They invite them in for practical workshops and discuss the best way forward for their children to ensure they are well-prepared for school.
- Parents are very pleased with the nursery. They praise the staff and feel that their children make strides in their learning.

It is not yet outstanding because:

- Staff do not always ensure that children have regular opportunities to practise their pencil control and writing skills during general painting and printing activities.
- Staff do not always provide sufficient opportunities to help children be independent in managing some of their own self-care tasks.

What the setting needs to do to improve further

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

- promote children's literacy skills further by providing regular opportunities for them to develop and practise their pencil control and writing skills, for example, by encouraging them to make their own marks and write their names on their artwork
- develop children's self-help skills to further support their understanding of hygiene, by ensuring that they have easy access to tissues at all times.

Inspection activities

- The inspector observed activities in the main nursery rooms and had a tour of the premises.
- The inspector looked at a sample of children's records, staff training certificates, children's learning journals and assessment records, the self-evaluation form and improvement plan.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the owner and manager.
- The inspector carried out a joint observation with the owner.
- The inspector took account of the views of parents spoken to on the day.
- The inspector checked evidence of the suitability of staff working in the provision.

Inspector

Shirley Peart

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff have a good understanding of how to plan activities that follow children's interests and cover the seven areas of learning. For example, when children were fascinated by the builders working on the garden, staff set up an indoor construction area with large wooden blocks, safety helmets and high visibility jackets. Children have good opportunities to write for a purpose during planned activities, as they devise lists and signs for the role play cafe. However, they are not always encouraged to have a go at writing their names on their own paintings and artwork. Staff observe children closely during the settling-in period to establish their starting points and regularly discuss children's progress with parents. Children with special educational needs and/or disabilities have individualised education, health and care plans in place. This ensures that they receive good opportunities and support to reach their full potential and move on in their learning.

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

Staff provide a stimulating environment, which is enhanced by cosy areas adorned with voile, sparkly drapes and mobiles. These provide quiet, calming spaces for children to look at books and relax. The newly developed garden area has sturdy, wooden equipment, which provides lots of challenges to promote children's physical skills successfully. Pre-school children are confident, self-assured and they behave well. They enjoy receiving their 'hand stamps' at group time for helping to tidy up. This raises their self-esteem successfully. Younger children are given lots of cuddles and reassurance by staff as they learn to cope with the separation from their parents. Some children also keep their comfort items from home close by, such as blankets, which ensures that their emotional needs are well met. Staff generally encourage children to wash their hands at appropriate times and overall, manage children's hygiene needs well. However, tissues to encourage and enable children to wipe their own noses, are not always easily accessible.

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

The manager and owner have good knowledge of how to implement the learning and development and welfare requirements. The owner is currently providing high levels of support to the senior management team, to ensure that practice is successful in promoting children's progress and welfare. Regular one-to-one supervision and clear recruitment procedures, ensure that suitable staff are retained and coached. Children are safeguarded well, as staff have good knowledge of child protection and they use risk assessments effectively. Managers monitor the provision successfully, including the identification of any trends in accidents. They act quickly as they put preventative measures in place to stop similar accidents or incidents from reoccurring. Staff training has a positive effect on children's learning. For example, staff are developing a 'forest school' area in the garden. Staff work well with specialised professionals, such as staff from their aligned nursery school and those within the children's centre. This helps them to share good practice and receive advice, guidance and training to enhance children's health, learning and safety.

Setting details

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| Unique reference number | EY403962 |
| Local authority | Durham |
| Inspection number | 976951 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 65 |
| Number of children on roll | 115 |
| Name of provider | Daypark Ltd |
| Date of previous inspection | 28 March 2014 |
| Telephone number | 01388 603862 |

Yellow Wellies nursery was registered in 2010. It is one of a group of three nurseries managed by a private provider. The nursery employs 12 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3. One member of staff holds Early Years Professional status, two hold Early Years Teacher Status and there is one graduate. The nursery is aligned with a teaching nursery school nearby. The nursery opens from Monday to Friday all year round except for bank holidays and one week at Christmas. Sessions are between 8am and 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

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