

Yeovil College Children's Centre

Mudford Road, Yeovil, Somerset, BA21 4DR



Inspection date	5 December 2017
Previous inspection date	5 May 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Strong and supportive leadership and management result in well-motivated and enthusiastic staff. The manager monitors changes well, to ensure these have a positive impact on outcomes for children. For example, reorganising resources so that children can easily see them has led to children using them more imaginatively in play.
- Children of all ages show good confidence. Babies bond well with staff and are content. Toddlers are keen to explore and try new things. Older children show a strong sense of being fair and use timers to make sure they all have a turn.
- All children make good progress, relative to their starting points. The manager monitors the learning provision well overall to help her identify any gaps in children's learning, and to plan with staff how to close these. Staff have built on their strong partnerships with parents very effectively to involve them in their children's learning, particularly in sharing their achievements at home.

It is not yet outstanding because:

- There are few opportunities for older children who prefer to learn outside to practise their mark-making and early writing skills more.
- Although staff use interesting resources to encourage toddlers' communication and sense of belonging, such as individual photograph albums which the children enjoyed using to talk about their families, these are not in place for all children, so some could not join in.
- Staff do not consistently use mealtimes effectively to help toddlers, particularly the older two-year-olds, to extend their social and practical skills further.

What the setting needs to do to improve further

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

- provide more opportunities for older children who prefer to learn outdoors, to develop their early writing skills in different contexts, to further support their literacy
- ensure resources and activities for toddler-aged children are available, to include them all and support their self-esteem more effectively
- make more-effective use of mealtimes to extend toddlers' social and physical skills more.

Inspection activities

- The inspector observed staff and children engaged in learning activities indoors and outside.
- The inspector carried out a joint observation with the manager.
- The inspector had discussions with management, staff and children.
- The inspector sampled documents, including those required to support children's welfare, and those that help staff to monitor their progress and plan for future learning.
- The inspector discussed self-evaluation with the manager and how she plans for future improvement.

Inspector

Julie Neal

Inspection findings

Effectiveness of the leadership and management is good

Management supports staff very well, and encourages them to develop their professional skills and knowledge to further benefit children's learning. For example, staff completed training in sign language. They evaluated how they can use this to best effect with children of different ages to support their developing communication. For example, focusing on making sure children understand how they can use the signs to express their feelings. This has particularly helped younger children with less speech and those learning English as an additional language to communicate their needs. Safeguarding is effective. The manager and staff have a good understanding of local safeguarding procedures, and they know what to do if they have child protection concerns. Effective self-evaluation and action plans focus very well on making targeted improvements that will improve children's experiences and staff teaching skills. The manager monitors this closely to assess impact.

Quality of teaching, learning and assessment is good

Staff use their good observations and assessments effectively to plan interesting activities that challenge children well. For example, babies explored trays of sand with their hands, feeling the texture and digging. Staff extended children's physical development well, giving them simple tools to hold and use in the sand. Children enjoy being creative and staff encourage them very well, introducing unusual topics to explore. For example, toddlers used vegetables and pulses to recreate traditional Indian artwork, and then made their own patterns based on these. Staff plan good activities for older children to help them develop skills they will need when they go to school, such as being able to sit and concentrate. For example, staff used a familiar story and resources very well to involve pre-school children in taking turns to retell it and they quickly became engaged.

Personal development, behaviour and welfare are good

Children who have special educational needs (SEN) and/or disabilities benefit from the very good professional partnerships staff have with other agencies. Staff have a thorough knowledge of children's individual plans and specific activities to extend and develop their learning, to help them make the best possible progress. Children of all ages enjoy spending time outside. Babies sleep soundly and securely outside in the fresh air. Toddlers and older children enthusiastically dig for 'treasure', and for worms and bugs.

Outcomes for children are good

Children acquire good skills to prepare them for their next stage in learning, including going to school. Children are confident as they move from the baby room to the toddlers' and pre-school rooms because they receive the time they need to manage the change and adjust to different surroundings and staff. Children of all ages communicate confidently. Those who are learning English as an additional language receive very good support and use English confidently. The very good support to babies' health and emotional well-being means they are very confident to explore and respond positively to routines and staff support.

Setting details

Unique reference number	142870
Local authority	Somerset
Inspection number	1089635
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	41
Number of children on roll	83
Name of registered person	Yeovil College
Registered person unique reference number	RP903491
Date of previous inspection	5 May 2015
Telephone number	01935 845471

Yeovil College Children's Centre is owned by Yeovil College. It registered in 1992. It is located in Yeovil, Somerset. The nursery is open weekdays from 8am to 6pm, all year round, with the exception of bank holidays. The nursery receives funding for the provision of free early education for children aged two, three and four years. The nursery employs 19 members of staff to work with children. Of these, 18 hold relevant qualifications. One member of staff has an early years degree, four have early years foundation degrees, and 13 have level 3 early years qualifications. The setting also employs a trained chef.

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