

# Yellow Dot Kindergarten

Inspection report for early years provision

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<b>Unique Reference Number</b>	509578
<b>Inspection date</b>	07 December 2006
<b>Inspector</b>	Alison Large
<b>Setting Address</b>	Millers Dale Centre, The Deanery, The Chandlers Ford, Eastleigh, Hampshire, SO53 1TL
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<b>Registered person</b>	Jane Dyke
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Yellow Dot Kindergarten is one of five early years settings run by Yellow Dot Limited. It opened in 1997 and operates from a single storey building. It is situated in a residential area of Chandlers Ford, Hampshire. Children attend from the local and wider area. A maximum of 26 children may attend the Kindergarten at any one time. The kindergarten is open each weekday from 08:10 to 17:30 during term times. All children have access to a secure enclosed outdoor play area.

There are currently 57 children from two years to under five years on roll. Of these, 42 children receive funding for early education. The setting is able to support children with learning difficulties and children who speak English as an additional language.

The Kindergarten employs seven members of staff. All hold appropriate early years qualifications. The Kindergarten receives support from the Local Authority.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children's good health is promoted as practitioners implement effective hygiene procedures to minimise risk of infection across the provision. They have relevant first aid training and implement procedures such as the recording of accidents and administration of medication appropriately to maintain good health and hygiene. Children begin to recognise the need to follow good personal hygiene routines, for example they wash their hands after they have used the toilet and before eating.

Children learn about healthy eating as they make choices from a selection of fruits, fresh and dried, and other healthy options at snack time. Children's independence is developing as they are encouraged to pour their own drinks from a choice of milk or water. The staff are aware of any special dietary requirements or allergies the children may have and work closely with the parents to ensure the children's dietary needs are met. Parents provide packed lunches for their children, who enjoy this time, as they sit at tables with the other children and staff, which helps develop their social skills.

Children are able to take part in physical activities either indoors or outdoors every day. They take part in climbing, ball games, tumble tots and have use of a variety of equipment, in order to develop their large and small muscle skills. They are able to access a range of outdoor play, and can practice moving their bodies in a variety of ways. Children occasionally use the green to the side of the building for running and other games, and are able to go on walks when ratios allow.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is outstanding.

Children develop an excellent understanding of how to keep themselves safe and recognise dangers. They talk about safety during their activities and recognise why they must be careful when using scissors, so they don't get hurt. Children learn to take responsibility for keeping themselves safe as practitioners remind them not to run indoors as they may fall over. Children move freely and safely around the welcoming environment and use a wide range of suitable and safe equipment, making their choices from the selection staff set out for them. They talk confidently about procedures to follow if there was a fire and practise the emergency evacuation procedure regularly. Staff keep a list of children present during the procedure, to ensure all children are able to take part and develop an awareness of what to do in an emergency. Comprehensive risk assessments are in place, covering all aspects of the Kindergarten and are reviewed regularly. All staff are aware of their individual roles and responsibilities towards the safety of the children and the premises. The front door is kept locked, visitors have to sign in and out of the building, keeping the premises and children secure and safe.

Children are well protected because all staff have an extremely clear understanding of their role with regard to child protection and the procedures to follow if concerns are identified. Existing injuries and incidents are recorded and parents sign to acknowledge the entries, ensuring the children's welfare is safeguarded.

## **Helping children achieve well and enjoy what they do**

The provision is good.

Children settle very well into the session and are confident in the routine. They enjoy their activities and interact well with staff and their peers, building positive relationships with them. Children benefit from the routine, allowing them to initiate their own ideas. However, they have limited opportunities to freely access resources and make their own choices about their play. Children play well independently and with their peers, as well as enjoying opportunities to work more directly with practitioners through activities, such as making Christmas resources.

Younger children are well supported as they acquire new skills and knowledge through planned activities and use and develop these skills in their self-chosen play. They represent their own ideas, for example through role-play and these are valued and supported by practitioners, although opportunities for children to express themselves and use their imagination in creative activities are limited as these tend to be adult-led.

### **Nursery education**

The quality of teaching and learning is good. Children's attitude to learning is positive and they are able to access resources which have been set up for them around the room. They concentrate well during routine activities, such as large group time, and ask questions about why things happen and how they work. The staff team work exceptionally well together, they are involved in the planning of the well balanced curriculum, sharing information about each child and incorporating their needs into the short term plans. This ensures each child is able to reach their full potential through purposeful activities and strong support from all staff. Children relish their time at the kindergarten and make strides in their development because staff have a good understanding of how children learn effectively. Assessment is thorough and children's achievements are well recorded. Teaching is consistent and extra help or challenge is highlighted to ensure children are continually making progress, in an exciting learning environment.

Children are making good progress towards the early learning goals in all areas. Children develop their early reading and writing skills as they take part in registration time, they bring in items from home linked to the letter of the week, and talk about sounds. Children's vocabulary is developing well, they begin to understand text has meaning as they handle books in the book area. Children count confidently and use mathematical language with confidence, talking about shape, size and quantity during their play. Children show great interest in technology, such as using the computer and remote control toys. They talk confidently about activities they have enjoyed and discuss places in their community when looking at photographs of past events.

Staff make good use of planned activities, such as going on a train ride, or making Christmas preparations, to extend children's learning, although there are limited opportunities to promote learning through encouraging independent use of resources. Children's understanding of time and place is developed through the use of a visual timeline and recalling past events and activities.

Children enjoy a good range of activities and experiences that cover the areas of learning because practitioners have a sound knowledge of the foundation stage curriculum. However, the children lack opportunities to freely develop and explore their own ideas, particularly in relation to art and craft activities.

## **Helping children make a positive contribution**

The provision is good.

Spiritual, moral, social and cultural development is fostered. Children show high levels of confidence and self-esteem and value themselves and one another, for example, they recognise and praise the achievements of others. Children are caring towards one another and recognise that they each have different needs. They become aware of their own and other's needs through discussions with staff and themed activities about themselves and the wider society, for example, children learn about a variety of cultures and explore different traditions such as Diwali and Christmas. The kindergarten is able to support children with special educational needs and staff ensure they are included fully in the activities.

Children's behaviour overall is very good; they know what is expected of them and are clear about what is right and wrong, because staff give clear explanations relative to each child's level of understanding. They recognise that some children do not have the same understanding as themselves, in particular in relation to knowing how to behave, and are sensitive to their needs. Children benefit from the friendly relationships between staff and parents, which helps to secure the relationship they build within the kindergarten. Parents find staff friendly and approachable and feel they can discuss issues with the staff at any time.

Partnership with parents is good. Parents receive high quality information about the setting and the curriculum, and staff pay high priority to establishing and securing the links between home and kindergarten, ensuring children feel secure. Parents have access to their child's progress records, and are welcome to speak with staff to discuss their child's progress at any time, and regular newsletters keep them informed of topics and themes. Staff develop good relationships with the parents, they take time to get to know the families well, and children benefit from the well established relationships they build within the group. Policies and procedures are made available to the parents and this includes a complaints record and procedure.

## **Organisation**

The organisation is good.

The setting meets the needs of the range of children for whom it provides. Staff, have a clear understanding of their roles and responsibilities within the kindergarten and the deployment of staff is good, ensuring all children are secure and happily engaged in activities. Staff work well as a team, they are experienced and are committed to attending further training opportunities. Children develop a secure sense of belonging because the kindergarten is well organised and staff work with parents to ensure they have a good knowledge of children's individual home and family circumstances.

Leadership and management is good. The management strongly support the staff team and clear roles and responsibilities are defined, enabling each member of the team to contribute fully to the running of the kindergarten. The setting successfully assesses its own strengths and weaknesses through monitoring, evaluating and reviewing practice as a whole. The staff team work well together, providing a vibrant environment for the children. All staff are able to be involved in the planning and evaluating of the curriculum and delivery of the Nursery Education. Children benefit from the knowledge and experience of the staff. They are committed and dedicated to ensuring the quality of care and education is continually improved for all the children. Staff are supported by management through regular meetings and appraisals.

### **Improvements since the last inspection**

At the last care inspection the kindergarten were asked to provide parents with written detail about policies and procedures; to request written permission from parents for seeking emergency medical advice or treatment. Policies and procedures are now included in the parent handbook and copies of the policies are available to the parents whilst in the kindergarten. Written permission for emergency treatment has been requested from parents and is now included in on the registration forms. This has ensured the children's care in the kindergarten has been enhanced and is well promoted.

At the last Nursery Education inspection the kindergarten were asked to develop planning to show the next stage of intended learning and the extension of activities for more able children. Planning is now influenced by information gained from children's assessments, and intended learning is included in the weekly plans with areas highlighted to ensure the more able children are able to be extended and offered more challenge. This has ensured that effective learning takes place and all children make good progress toward the early learning goals.

### **Complaints since the last inspection**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- encourage independent use of resources by children and provide further opportunities for children to freely develop their own art and craft

#### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- make improvements as indicated in the care section above

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)