



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 509578

DfES Number: 584569

### INSPECTION DETAILS

Inspection Date 03/12/2004  
Inspector Name Maureen Croxford

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Yellow Dot Kindergarten  
Setting Address Millers Dale Centre, The Deanery  
The Chandlers Ford  
Eastleigh  
Hampshire  
SO53 1TL

### REGISTERED PROVIDER DETAILS

Name Ms Jane Dyke

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Yellow Dot Kindergarten opened in 1997. It is privately owned and operates from a single storey building in a residential area of Chandlers Ford and serves the local area.

There are currently 62 children from 2 to 5 years on the roll. This includes 30 educationally funded 3 year olds and 18 educationally funded 4 year olds. Children attend for a variety of sessions. The setting currently supports children with English as an additional language and has strategies in place to support children with special needs.

The provision opens 5 days a week during school term time. Sessions are from 08:10 to 13:00 and from 13:00 to 17:30.

The majority of the 9 staff, who work with the children, have early years qualifications to NVQ level 2 or 3. The kindergarten receives support from a mentor from the Early Years Development and Childcare Partnership.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

The provision for nursery education at Yellow Dot Kindergarten is acceptable and is of a high quality. Children are making very good progress towards the Early Learning Goals.

The quality of teaching is excellent and staff are skilled in their teaching methods. Staff have a sound understanding of the foundation stage and use their knowledge to enable each child to progress towards the early learning goals. The staff work extremely well together to create a calm, welcoming child-centred environment. Staff use good questioning techniques and encourage children to think for themselves and express their own ideas. They provide a good variety of stimulating activities for the children.

Staff share responsibility for planning and assessment. They plan a variety of excellent, practical activities both in and outside, and complete observations on the children. Staff independently support all children and help them progress. However, the planning does not show how activities are extended for more able children or the next stage of learning. Children are encouraged to be helpful and supportive to each other. They behave very well and staff act as positive role models.

Leadership and management of the provision is very good. Staff work well as a team, are well deployed and are supported by the management. Professional development is valued and staff are actively encouraged to attend further training. Regular staff appraisals are held.

The partnership with parents is very good. Parents are kept well informed about the provision, forthcoming events and their children's progress and development. They are made welcome in the provision and have opportunities to become involved in topics and activities. There are very effective systems in place to share information, including open evenings, newsletters, notice board and the provision's handbook.

### What is being done well?

- Staff create a well planned, stimulating environment, where children are able to learn through a wide range of practical activities. They provide many learning opportunities through the daily routine, planned activities and the good use of resources.
- Good use is made of the local environment to help children become familiar with their immediate surroundings and learn about people and places, for example the visits to the supermarket, walks around their immediate environment and visits from firemen, police and parents.
- The staff welcome parental involvement in their child's learning, including visits to the setting. Clear, well written information is provided for parents and

carers about the provision. Worthwhile opportunities are offered to share information, to ensure consistency between home and nursery, including parental questionnaires and parents evenings.

- Children are beginning to understand that people have different views and cultures. They are provided with many opportunities and resources that reflect a diverse range of different cultures, including books, dolls, small world toys, dressing up and play food in the home corner.

#### **What needs to be improved?**

- The development of the planning to show the next stage of intended learning and extension of activities for the more able child.

#### **What has improved since the last inspection?**

Since the last inspection in 2000, the setting has made very good progress in implementing the action plan.

There were no key issues at the last inspection but the provision was asked to consider the following points;

1. enhance the programme for mathematics by planning opportunities for children to use their knowledge of mathematics to solve problems.
2. maintain the high quality of the educational provision by regularly reviewing teaching, planning and assessment, and by continuing to provide opportunities for staff training.

An action plan was put into place and the points for consideration were discussed in staff meetings. More practical mathematics opportunities are now included in short term planning, which is monitored regularly. Further equipment has been purchased and staff are encouraged to attend further training.

Staff now revise the curriculum and review the assessment procedures. An ideas book is in place and all staff contribute to planning at staff meetings. Annual appraisals are carried out to review teaching. The use of parental questionnaires have been developed.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident and well motivated. They leave their parents happily and self register. They are very well behaved, polite and understand that the provision has rules. All children work and play alongside each other in a harmonious way, taking turns and sharing. They settle quickly to their activities and are able to concentrate on their tasks and activities. Staff encourage children to care for themselves, including collecting resources, to build their self esteem and confidence.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children interact well with both adults and their peers and are able to listen attentively. They answer questions thoughtfully and reveal a good command of language. They are able to listen to and carry out simple instructions. The children respect and care for books. They understand that print carries a meaning and is read from left to right. They are able to predict familiar text. Children's handwriting skills are developing steadily and they are beginning to form letters correctly.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Most children are able to count to 10 and many are able to count beyond. They are able to recognise some numerals and are beginning to add smaller numbers together. They are encouraged to use mathematical language correctly and are developing an awareness of weight and capacity through the use of good resources and activities. They have a good understanding of shape and size.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

A wide range of interesting topics allow children to explore and investigate aspects of the natural and the man made world, and different cultures. Their sense of time and place is promoted as they talk about past and present events. They receive opportunities to find out more about their environment, for example through visits. Children receive many opportunities to use simple technology, programmable toys and computers.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Fine manipulative skills are developed well as children display very good skills when cutting, painting, drawing and constructing. Opportunities to use large equipment and dance activities, ensure that children move around safely and freely. Children display a good awareness of themselves and others as they play. They learn about the importance of personal hygiene, healthy eating and changes that happen to their bodies through discussion such when doing exercise and dressing in warm clothing.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children learn about colour, texture, shape and form using a wide variety of media. They enjoy worthwhile activities which explore three-dimensional space when making collages and creating models. They have regular music opportunities and enjoy playing with the musical instruments. The planned role play activities offered are varied and interesting, and staff fully participate to encourage the children's imagination.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**

### **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

### **WHAT THE SETTING NEEDS TO DO NEXT**

*There are no significant weaknesses to report, but considerations should be given to improving the following:*

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- develop planning to show the next stage of intended learning and the extension of activities for more able children.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*