

Yellow Dot Day nursery

Inspection report for early years provision

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Inspection date	03/02/2011
Inspector	Alison Large
Setting address	Cranbury Park, Hocombe Road, Chandlers Ford, Eastleigh, Hampshire, SO53 5QS
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Type of setting	Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Yellow Dot Nursery is one of six early years settings run by Yellow Dot Limited. It opened in 2000 and operates from seven rooms in a purpose-built building in the Chandler's Ford area of Hampshire. A maximum of 62 children may attend the setting at any one time. The nursery is open each weekday from 07:45am to 06.00pm daily. All children share access to a secure, enclosed outdoor play area. The nursery is registered on the Early Years Register and the Childcare Register.

There are currently 128 children aged from four months to under five years on the Early Years Register and the nursery accepts funding for early education. Children come from a wide catchment area. The nursery currently supports children with special educational needs and also children who speak English as an additional language. The nursery employs 25 staff, most of which have appropriate early years qualifications and some are working towards a relevant qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children relish their time at the nursery. They are welcomed into a warm and friendly setting by staff who meet the children's welfare and learning needs with great success. Very effective systems ensure children's individual needs are recognised and identified and ensure all children are valued. Children are able to take part in a range of exciting activities and staff have a good knowledge and understanding of the Early Years Foundation Stage framework. Excellent systems for monitoring and evaluating the settings practise are in place to enable continual improvement to take place.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- further develop spontaneity of recorded evidence to support professional judgements

The effectiveness of leadership and management of the early years provision

Very effective management structures are in place and communication with all levels of staff is excellent. Arrangements for safeguarding children are robust. Staff undertake training in child protection and have a good understanding of safeguarding procedures. Clear procedures are in place for the recruitment and vetting of new staff and this ensures all adults working with the children are

suitable to do so. The management team have high aspirations for quality, which is evident through ongoing improvement, in consultation with staff, parents and children. Regular meetings with staff ensure that information is shared and that they are included in decisions made. This enables them to take pride in their surroundings and enhances their practice. Staff make excellent use of resources. The indoor and outdoor play areas are well organised which ensures that children can take part in a wide variety of activities both inside and outside. All children are included and supported very well and the setting promotes equality and diversity.

An excellent partnership between the nursery and parents ensures key information is shared between them. Parents of the babies are kept informed about daily routines and the activities they have taken part in through the daily sheets the staff complete. Parents express enormous confidence in the standard of care, communication and their children's preparation for the future. The information displayed in the entrance hall and outside each playroom ensures parents are kept fully informed of the topics and the variety of activities their children are experiencing. Observation and assessment systems are in place, and planning is based on the assessments of children's interests, capabilities or individual needs. Staff identify the next steps for children to enable them to make excellent progress in their learning and development.

The quality and standards of the early years provision and outcomes for children

Children flourish at the nursery. Management and staff create a challenging and stimulating environment, where the atmosphere is positive and encouraging. Throughout the nursery, children are making excellent progress in all areas of development. They are confident and keen to join in activities and are developing warm relationships with each other and staff. Staff make observations of the children, which are linked to the different areas of learning, and from these they identify the next steps for each child. Systems for planning and assessment are regularly reviewed to ensure the activities and learning experiences fully support children's interests and the next steps in their learning, however, occasionally these records and the photographic evidence lack spontaneity.

Babies are actively involved in their play, confidently selecting and exploring resources. They touch, cuddle, shake and bang and are able to climb and practise a range of movements in safety. They are supported well by staff and as they progress to the toddler room they become confident in their daily routines. Children's independence is promoted well, they are developing skills such as putting on their own coats, pouring their own drinks and helping to tidy up. Children love to play in the various role play areas in the nursery; in the kindergarten the children were learning about Chinese New Year and had their own 'Chinese restaurant' with an excellent range of resources. In the transition room children were having great fun playing in the 'space rockets' they had made from large cardboard boxes.

One of the great strengths of the nursery is the use of the outdoors. The staff are

able to take the children for walks in the surrounding parkland and woods daily and the outside play area in the nursery has a range of exciting resources to stimulate the children's interests and provide endless opportunities for learning and enjoyment. The toddlers particularly enjoy wearing their waterproof clothing and jumping in the 'puddles' that have been set up for them. Children's physical skills are developing well with the range of equipment outside and they are able to ride a range of wheeled toys and also have opportunities to balance and catch.

The nursery provides an excellent variety of healthy and nutritious meals and snacks which are cooked on the premises and children benefit hugely from the carefully balanced menu offered. Children are learning about good hygiene routines and are reminded about washing their hands after using the toilet. Excellent systems are in place to inform staff of any health or dietary issues the children may have and thorough records are kept of accidents or any medication administered. Children behave very well, they are learning to share and take turns and play very well together. They are developing relationships with each other and interact well together throughout the setting. Children know what is expected of them and are confident to make their own choices and decisions. Their learning and growing understanding of the world around them, prepares them superbly for future life.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met