

Yellow Dot Nursery

Pomeroy Crescent, Hedge End, Southampton, Hampshire, SO30 2LF

Inspection date

Previous inspection date

12/06/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- Children are offered a stimulating and extensive range of resources and activities which support their all round development.
- All children make very good progress from their starting points.
- All staff have an excellent understanding of how to promote children's individual learning.
- The nursery effectively monitors and reviews all aspects of the provision through self-evaluation to drive improvement and maintain a high quality setting.

It is not yet outstanding because

- Children do not have access to some natural resources such as wood.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector viewed all areas of the nursery both indoors and outside.
- The inspector observed the children playing and talked to them and some of the key workers.
- The inspector sampled the information kept on the children in each of the age groups.
- The inspector spoke to several parents about the care and education their children were receiving at the nursery.
- The inspector undertook a joint inspection with the manager of the nursery.

Inspector

Amanda Shedden

Full Report

Information about the setting

Yellow Dot Hedge End Day Nursery has been registered to care for children since 2012. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. The nursery operates from a refurbished listed farmhouse in Hedge End, next to Wellstead Primary School, in Hedge End in Hampshire. All areas of the property are used, with toilet facilities on all floors. There is an enclosed area for outdoor play to which the children have free access. The nursery take children from four months old. The nursery receives funding for free early education for two, three and four-year old children. Children come from a wide catchment area and are able to attend for a variety of sessions. The setting is able to support children with special educational needs and/ or disabilities and also support children who speak English as an additional language. Fourteen members of staff work with the children. Of these, twelve are qualified to level 3 and above. The manager is qualified to level 6 and has Early Years Professional Status.

What the setting needs to do to improve further

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

- develop resources for children to be able to create and manipulate and join natural materials for example using wood and tools.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are thriving under the care of the enthusiastic and highly knowledgeable staff. All staff have an extensive knowledge of how children develop and how it links to the early learning goals. Staff have a through understanding of each child's care and learning needs which results in children making good progress in their learning.

The precise information staff keep on each child enables staff to plan highly imaginative and interesting activities for the children. The interests of the children are incorporated into the planning of the activities exceptionally well. Planning is divided into areas that promote the characteristics of effective learning such as critical thinking, active learning and playing and exploring. This successfully promotes all the seven areas of learning. The interests of the children are fully incorporated into the planning of the activities exceptionally well. This excellent planning successfully results in children being extremely interested and highly motivated to learn. Areas for children's individual development are highlighted enabling staff to fully promote children's individual learning through their play.

Staff assess the children and track their progress to provide regular and accurate information for parents. This comprehensive information is also used to inform staff when they move into the next room and is used as part of the two-year-old assessment.

Older children are fascinated with the building site that is on the other side of their fence. Staff have been successful in building and promoting children's learning using this interest. Children's vocabulary is increasing as they learn to use the correct names for the machinery such as 'cherry-picker' and 'excavator'. Children learn how to make real brick walls by mixing sand and water together to make 'cement' and join the bricks together. There are books and photographs of the building works for the children to cross reference to. Staff are innovative when for instance singing songs outside. They use chalks to draw a tree around the children and a crocodile, and children enthusiastically jump in and out of the 'tree' to avoid the crocodile.

Young children learn about different parts of their bodies as they enthusiastically join in the actions of songs such as 'head, shoulders, knees and toes'. They investigate and explore the world around them turning knobs and switches delighting when the resource comes to life. Staff's excellent knowledge of the children results in their interaction being positive and worthwhile which helps the children progress. When interacting with the toddlers staff use their knowledge of the individual child to further promote their learning, for example by talking to them about the shape and colour of objects, building on the child's' previous knowledge.

Babies are exceptionally well supported. They have a vibrant and stimulating environment in which to play in. All resources are at a low level supporting the babies' growing independence as they select toys for themselves. Babies have particularly warm and caring relationships with the staff all of whom know them extremely well. The organisation of the babies' day enables them to have their naps when they need them and have one-to-one time with the staff. The period before lunch has been particularly well thought out as they join together in a large group for sensory time. Staff pull out of the bag a range of different shiny resources which the babies examine and explore which helps to build on their attention spans. They love trying to catch the bubbles developing their eye to hand co-ordination as they reach out to grab them. This activity results in the children being busy and occupied right up until their lunch is ready to be served.

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

The nursery environment offers children a rich learning environment. The combination of displays of children's work, airy light rooms and effective staff are conducive to children learning. The resources are of a good quality and displayed to encourage children of all ages to become independent as they self-select what they wish to play with.

Each age group have their own dedicated room with appropriate resources in each, along with dedicated staff which help children feel secure. All children except the babies have direct access to the garden and the nursery offers the children a continuous play provision. The babies are however taken outside each day, which gives them access to

fresh air and different resources to play with.

Children develop an understanding about keeping healthy and are supported to become independent in their self-care skills. Older children wash their hands independently before eating knowing that it is to get rid of germs. They blow their noses and dispose of the tissue in the nearby bin. Younger children are supported to gain an understanding of self-care skills. Children learn about nature as they plant and grow herbs and vegetables to be used in cooking. Each day they are offered a home cooked meal, which they sit with staff to enjoy making it a social occasion. Older children serve themselves and staff promote discussions about the different foods they are eating and others that they enjoy.

All children benefit from the strong transition procedures in place to support their move to school or into the next stage of the nursery. Staff share information openly with parents and they discuss when their child should move onto the next room. This ensures that children are treated as individuals and their needs are being met.

Children's behaviour is very good. Staff are good role models and gently remind children about the rules such as not running indoors and to use their manners. Overall, they learn about keeping themselves safe as they are reminded to use 'kind hands' and they practice how to evacuate the building safely.

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

Safeguarding procedures are in place to promote the welfare of the children. All staff have attended safeguarding training and know how to implement the procedures. The nursery staff share the full written policies and procedures with parents to ensure they are aware of the staff team's responsibilities towards protecting their children. However an incident recently occurred where children left the premises without an adult for a short time. Children left via a larger than normal gap in the new fencing, staff saw the children but were unable to reach them before a member of the public did. In view of the incident the nursery immediately looked at their procedures and has changed them to prevent an incident of this kind occurring again. They have completely re-written their risk assessments for the garden, changed their outdoor continuous provision and identified where staff must stand to ensure that all areas of the garden can be seen. The gap has been closed and they have made other alterations to the outdoors to promote children's safety. This demonstrates the nursery has put in rigorous safety procedures following the incident to help keep children safe.

Robust recruitment and vetting procedures alongside effective induction systems help to ensure all adults and students are suitable to work with children. All visitors are required to sign in the visitor's book to ensure staff maintain an accurate record of everyone coming into contact with the children. A comprehensive complaints procedure is in place to ensure everyone using the nursery knows how to report or raise concerns.

The nursery have effective planning and assessment systems to ensure they are

identifying clear learning intentions for the children. This ensures staff know what they are working towards with each child and enables them to better extend and support the children's individual learning. In addition, all staff and parents contribute towards the self-evaluation of the setting to drive improvement and ensure continuous development. Staff meetings and regular training drive improvement and ensure all staff are aware of current guidelines and procedures. Management successfully monitor staff performance and their contributions to the nursery through regular team meetings, reviewing staff practice and annual appraisals. This demonstrates a good capacity to improve the outcomes for children.

Partnership with parents is strong. Parents have access to their children's records at any time and are able to talk to staff about their children's progress. Parents are actively encouraged to be involved in their children's learning. The nursery provide story bags, home learning bags and books for parents to share with their children at home. Through discussion and meetings, parents are fully aware of the next steps in learning that have been identified for their child. In addition the parents have access to a wealth of other information displayed in the hall and parent room. Partnership working with other agencies is in place and ensures systems and procedures effectively support all children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY456725
Local authority	Hampshire
Inspection number	922931
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	61
Number of children on roll	89
Name of provider	Yellow Dot (Hedge End) Ltd
Date of previous inspection	not applicable
Telephone number	01489 790246

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

