

Yellow Dot Kindergarten

Inspection report for early years provision

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Inspector Carole Gronow

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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 Kindergarten, which was registered in 1997, is one of six early years settings run by Yellow Dot Limited. It is situated in Chandlers Ford and operates from a single storey building which has good general access to the building and car parking. Children attend from both the local and wider communities. It is open each weekday from 8:10am to 5:30pm, term time only. Children have free access to a secure outside play area all year round.

The kindergarten is registered to provide care for a maximum of 26 children aged from two years to under eight years and is registered on the Early Year Register and the compulsory part of the Childcare Register. Currently there are 63 children on roll aged from two years six months to four years.

Eight staff are employed to work with the children six of whom hold relevant qualifications. This includes three who have Early Years Professional Status or Qualified Teacher Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The staff team, from management down, are skilled in working with young children, and are all committed to providing children with care, learning and education that is of an exemplary quality. Adults all have an infectious enthusiasm for their work and maximise every opportunity that arises to extend children's learning. The exceptionally good links with parents and carers, along with the frequent, detailed two-way dialogue for sharing information, ensures that all children make great strides on their individual learning journeys. The ongoing monitoring and evaluation of all aspects of the provision, which takes into account the opinions of others including children, evidences very clearly the capacity of this setting to sustain its current and exemplary, very high standards.

What steps need to be taken to improve provision further?

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

- providing a lidded bin for the disposal of tissues to further minimise the risk of cross infection

The effectiveness of leadership and management of the early years provision

All staff have a comprehensive awareness of safeguarding issues and their responsibility to children to ensure that they both are and feel safe. This is underpinned by thorough policies and procedures and robust recruitment and

vetting procedures. Dedicated staff are supported by a leadership team who have a clear vision and commitment to providing the very highest quality of care, learning and education for children. Staff are all fully supported and encouraged to expand their current skills and knowledge by attending training and workshops. They all hold both first aid and food hygiene certificates. There is a huge commitment to delivering the best possible outcomes for children and into using exciting topics that children enjoy and which encompass all areas of learning including aspects to help children learn new skills, as well as for consolidating or extending ones which they have already experienced.

Children thrive; they are confident and their self-esteem blossoms because of the respect that staff have for them. All staff are highly effective role models, showing children through example and freely giving praise. Staff are very knowledgeable about all the children in their care and all have allocated times each week to observe and assess the children to whom they are key person. This enables them to be certain about each child's achievements and the progress they are making. Observations are shared regularly with parents and carers, who also contribute their own ones to form an overall picture of the whole child. This helps staff to set realistic targets for each individual child's learning journey which are agreed with their parent or carer. This enables them to work in partnership with the setting and support their child's learning at home. Staff work very well with other agencies to support children's needs. For example, they have written information and guidance from speech therapists and help children with their exercises enabling children to be cared for with consistency by all carers.

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

As children arrive they are individually greeted by a member of staff. They enter premises which are bright, warm, welcoming and totally child-focussed and where furniture, equipment and all resources are of a very high quality. Children experience a print rich environment; every display and storage unit is labelled and they select their names and photographs both to self register and when they have their snack. Children move freely between indoor and outdoor learning environments, both of which are excellently resourced with high quality activities and opportunities so that children experience all six areas of learning wherever they choose to play. The safe, always supervised, outdoor area is accessible year round even when raining. Children who want to go out check to see how many are already there before putting on their coats and joining in. Children demonstrate very good awareness of safety issues. They recognise how to keep themselves safe, for example, at carpet time they inform the staff that they will tidy up the toys a little bit so that they are not in the way and no one will fall over them. Outside, they walk around and respond to traffic signs which another child is operating, telling them when they can walk and when they must stop because there is traffic is coming.

Staff ensure that there are excellent settling in procedures in place where children are fully supported. This results in happy children who are very familiar with their surroundings and have a strong sense of belonging. They talk to staff in a relaxed

manner. They greet friends and get on with their play, some without even bothering to say goodbye to the adult who has brought them. Others, who find separation harder, are encouraged to wave goodbye and watch for their car headlights to flash. Should children become unsettled, staff are there immediately. They reassure them and give them a photograph of the child's immediate family for them to carry around, reminding them that they will be coming back soon. Children have exceptionally good personal independence and learn self-help skills. For example, the youngest children are delighted to be able to put on their own coats. They do so by placing them on the floor, standing by the hood, putting their hands in the armholes and flipping the coat over their head, for which staff praise them. Children get aprons and put them on when they are engaged in messy play. They go off to the toilet alone and wash their hands after playing outside and before snacks, knowing they must get rid of germs. Then, they make choices about what fresh fruit they want to eat and carefully pour their own drinks from jugs. They are aware that it is important they drink so that they do not get ill due to being dehydrated. Children help themselves to tissues to wipe their noses which they promptly place in a bin, however, this is not lidded so does not fully minimise the risk of any possible cross-infection.

All children's achievements are acknowledged and valued including those from home; parents write these on 'leaves' which the children proudly stick on a 'beanstalk'. Staff encourage children to celebrate successes by sharing them at carpet time which boosts their self-esteem. Children's attempts to cut with scissors are admired by staff who help children make envelopes to put them in. They write very positive comments about how well child managed to do this on their own. All children are fully engaged and included throughout the session. A pictorial time line is in place and is used to ensure that children with limited communication can be made aware of what is happening. Children are active learners, they make free choices about what to play with and organise their play themselves. For example, they create a hair dressing salon in a corner where they 'cut' and style each others hair. When playing on the computer, after adeptly clicking on a picture to colour it in, they pass the mouse, without any discussion, to the next child, knowing that they must take turns. They help each other decorate the Christmas tree, passing decorations to each other and showing children who do not know how to hang them from the branches.

Children are so enthusiastic about their play. Topics are planned that staff know that children are interested in. This information is gained through staff's regularly asking parents and carers about their child's current interests. Daily discussions with the children to review what they have done take account of their views and suggestions; staff then build this into their planning. This effective use of topics extends children's learning as it is woven into all areas of their play. The current half term topic is transport, with the weekly focus of trains. As a result, children build tracks for toy trains, a station is in place and train tracks have been made with tape on the carpet. To extend the topic outside, small bars have been balanced in a line to resemble a track for children to walk or jump between. Effective discussion and questioning techniques help children to learn new vocabulary. They are encouraged to think about different types of transport and come up with a wide list of things. They discuss what goes underground and

extend their learning further by thinking about submarines travelling under the sea.

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

How effectively is the Early Years Foundation Stage led and managed?	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

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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