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|--------------------------|-------------|
| <b>Inspection date</b>   | 17 May 2017 |
| Previous inspection date | 29 May 2015 |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Outstanding</b> | <b>1</b> |
|---|-------------------------|--------------------|----------|
|   | Previous inspection:    | Good               | 2        |
| Effectiveness of the leadership and management                |                         | Outstanding        | 1        |
| Quality of teaching, learning and assessment                  |                         | Outstanding        | 1        |
| Personal development, behaviour and welfare                   |                         | Outstanding        | 1        |
| Outcomes for children   |                         | Outstanding        | 1        |

## Summary of key findings for parents

### This provision is outstanding

- Leaders and managers are highly experienced and dedicated to their roles. They show passion and commitment to delivering the very best service for all children and their families. Staff feel supported and encouraged in their professional development, which is highly personalised according to their needs and interests. Staff are extremely motivated and strive to achieve excellence.
- Staff establish extremely effective partnerships with parents, other providers and professionals. They value parents highly and involve them in all aspects of their children's learning. For instance, they create learning bags for parents to use at home.
- Staff have an excellent overview of the progress children make. They expertly analyse information to identify children who are not making rapid progress and swiftly respond to close any gaps in their learning. Managers consistently review practice to ensure all children, including those who have special educational needs and/or disabilities, make excellent progress from their starting points.
- Children express their ideas, feelings and needs exceptionally well. They make choices about their play and learning and take part in experiences that challenge and interest them. For example, children learn to use real woodwork tools safely to create an aeroplane. They explore early mathematical skills as they measure the wood and use a spirit level to ensure they position the wings on straight.

## What the setting needs to do to improve further

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

- continue to review and provide further opportunities for younger children to investigate everyday technology.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the manager and they discussed their findings.
- The inspector spoke to the manager about the methods she uses to evaluate the provision.
- The inspector spoke to staff about their knowledge of child protection and the procedures they follow to keep children safe.
- The inspector spoke to staff about their knowledge of their key-children and how they were supporting their learning.

### Inspector

Nina Lambkin

## Inspection findings

### **Effectiveness of the leadership and management is outstanding**

Extremely strong and motivated leaders have the very highest aspirations for the care and education of all children. The whole team evaluates the quality of the provision, involving parents and children. Areas identified for improvement are specific for each nursery room. Safeguarding is effective. All staff and leaders have a very secure understanding of their individual roles and responsibility to protect children. Recruitment, vetting and staff supervision are rigorous and help to ensure that staff are suitable to work with children. The induction programme for all new staff is extremely thorough and includes extensive training. This results in the quality of teaching remaining consistently high across the whole staff team.

### **Quality of teaching, learning and assessment is outstanding**

The highly qualified staff team has an extremely sharp focus on encouraging children's communication skills. For example, staff have introduced a focused language group which has resulted in a dramatic improvement in the development of early language skills in younger children. All children have excellent opportunities and benefit from the option of outdoor and indoor learning experiences at all times. For example, they choose when to collect rainwater and cut herbs from the garden. They excitedly tell staff they are making herb tea. Staff quickly respond to enhance their play by providing them with real tea bags. Staff are aware of the need to review and continually enhance opportunities for younger children to explore everyday technology.

### **Personal development, behaviour and welfare are outstanding**

Highly personalised settling-in routines and excellent sharing of ongoing information with parents ensure children settle extremely quickly. Staff are excellent role models demonstrating polite, patient and friendly behaviour. All children behave impeccably well. Babies' physical development is highly regarded and sensitively supported. For example, staff make sure they have many opportunities for 'tummy time'. Older children listen to instructions as they learn about rhythm and movement during their daily music and dance sessions. Children learn about people who have different lives to them from around the world. They make things and fundraise for a sponsored school in Africa.

### **Outcomes for children are outstanding**

All children make outstanding progress. Older children communicate their understanding of the world with extreme confidence. For example, they talk excitedly about the life cycle of the nursery caterpillars and tadpoles. Children are exceptionally independent. For instance, they take full responsibility for serving themselves at lunchtime and the youngest toddlers pour their own drinks and safely cut blueberries when making fruit kebabs. Children are superbly prepared to develop skills for future learning and school.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | 511099  |
| <b>Local authority</b>                           | Hampshire   |
| <b>Inspection number</b>                         | 1091185   |
| <b>Type of provision</b>                         | Full-time provision                                 |
| <b>Day care type</b>                             | Childcare - Non-Domestic                            |
| <b>Registers</b>                                 | Early Years Register, Compulsory Childcare Register |
| <b>Age range of children</b>                     | 0 - 4   |
| <b>Total number of places</b>                    | 64  |
| <b>Number of children on roll</b>                | 117   |
| <b>Name of registered person</b>                 | Yellow Dot Limited                                  |
| <b>Registered person unique reference number</b> | RP903182  |
| <b>Date of previous inspection</b>               | 29 May 2015   |
| <b>Telephone number</b>                          | 02380 275723  |

Yellow Dot Ltd registered in 2000. The nursery is open each weekday from 7.45am to 6pm. The nursery receives funding for the provision of free early education for children aged two, three and four years. The nursery employs 26 staff, of whom 18 have appropriate early years qualifications at level 3 or above. Four staff have early years professional status.

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