

Inspection of Yellow Wellies

9 Kensington, Cockton Hill Road, BISHOP AUCKLAND, County Durham DL14 6HX

Inspection date: 7 April 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Leaders are passionate about early childhood education. They focus on what a child is already capable of and consider their all-round needs. Children bound through the door and happily wave goodbye to their parents. When they are engaged in activities that capture their interest, they show positive attitudes towards their learning. Pre-school children pretend to cut and style one another's hair. Toddlers enjoy messy play with sand and paint. They enjoy story times, which are repeated to help them to learn and remember new words.

Babies are well cared for by staff who know their individual needs. They learn to balance and walk using the low-level furniture and push-along toys. They show that they feel safe and secure, moving around the rooms with confidence. Older children have lots of space to play. However, this sometimes means that staff are not close by to support and extend children's learning experiences.

The COVID-19 pandemic has presented challenges due to staff turnover and absences. Although the nursery has remained open and staff ratios have been maintained, leaders acknowledge that there has been an impact on the quality of practice. Children are not supported well enough by all staff to make the progress of which they are capable.

What does the early years setting do well and what does it need to do better?

- Leaders are able to describe a broad and balanced curriculum intended to promote children's learning. However, this is not delivered consistently. Leaders are aware that some staff need support to improve their skills. They have introduced arrangements for more knowledgeable and experienced staff to mentor those who are less effective. However, weaknesses in teaching remain.
- Some two-year-old and pre-school children are very independent learners. However, staff do not provide challenge in their play to help them to learn even more. Other children are less engaged in play and wander between activities and rooms. Although children are in sight or hearing of staff, staff are often not close by to provide the support that children need in their learning.
- Interactions between staff and children are variable. Some staff support children's learning well. For example, they explain activities, model new skills and talk to children as they play. However, others simply supervise children during play and routines, and interactions are weak and few.
- Despite weaknesses in teaching, some children demonstrate very positive attitudes toward their learning. They work together to solve problems, make decisions and share ideas during play.
- Some staff help to develop pre-school children's interests when children talked about their prior learning. For example, a child shares her knowledge about

dwarf planets. Staff provide torches to help children to learn more about light, dark and shadows.

- Some parts of the nursery day are disorganised. Staff do not give children consistent instructions and guidance. Their expectations of children differ across parts of their day. Some children become restless while waiting for the next part of their day. That said, children's behaviour is good overall.
- Although there is a key-person system in place, staff are not always deployed well enough to help children to form secure attachments. This is particularly true for children who are new to the setting. However, generally, children are cared for by staff who are familiar to them. They approach staff for comfort when they are upset, for example by raising their arms to be picked up.
- Children with special educational needs and/or disabilities are well cared for. Staff know their individual needs and work closely with parents and other professionals. This joined-up approach helps to ensure that activities and routines benefit children and help them to learn and develop.
- Staff teach children about ways to stay safe and healthy. Children have plenty of opportunities for exercise. They run up and down ramps, and balance on blocks and beams. They talk about slipping hazards when it starts to rain outdoors.
- Parents' feedback about the nursery is extremely positive. They praise the welcoming staff and say, 'As a parent and for a child, there is nothing staff won't do'.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have a very good understanding of their responsibility to safeguard children. Staff know about the different kinds of abuse where children may be at risk and they know how to identify them. Regular training and updates help them to understand about wider aspects of safeguarding. This includes how to protect children from extreme views and behaviours, and staying safe online. There are clear procedures to follow if staff are concerned about a child's welfare. Accidents are recorded and monitored to highlight any recurring patterns. Alongside risk assessments, this helps to identify hazards and keep children safe in the nursery.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
deploy staff effectively to ensure that children's needs are met at all times across the nursery.	15/04/2022

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

- ensure that all staff understand how to provide a challenging curriculum that helps children to build on their knowledge and skills
- focus on improving staff's teaching to help them to interact more effectively with children and raise the quality of education to consistently good levels
- review and improve routines to ensure that staff have consistent expectations that support children's good behaviour and positive engagement
- strengthen the key-person system to ensure that all children develop secure attachments and that their emotional well-being is supported to the highest levels.

Setting details

Unique reference number	2587403
Local authority	Durham
Inspection number	10225979
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	100
Number of children on roll	88
Name of registered person	Daypark Ltd
Registered person unique reference number	RP524704
Telephone number	01388 603862
Date of previous inspection	Not applicable

Information about this early years setting

Yellow Wellies registered in 2020 and is located in the Bishop Auckland area of Durham. The nursery is open from 7.30am to 6pm Monday to Friday all year round, except for bank holidays and one week at Christmas. The nursery employs 18 childcare staff. Of these, 16 hold a relevant early years qualification at level 3 or above, including two with qualified teacher status and one with a level 8 qualification. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Clare Wilkins
Denise Charge

Inspection activities

- This was the first routine inspection the setting has received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the provider, managers and staff and have taken that into account in the evaluation of the setting.
- Managers showed inspectors around the nursery and talked about how the nursery is organised and about the curriculum.
- Inspectors observed the quality of teaching both indoors and outdoors, and assessed the impact this has on children's learning.
- The provider and managers met with inspectors to discuss leadership and management of the setting. Inspectors looked at relevant documents provided, including evidence of the suitability checks carried out on staff and their qualifications.
- An inspector completed a joint observation with one of the leaders.
- Inspectors spoke to staff and children at appropriate times during the inspection. They spoke to a number of parents during the inspection and took account of the views of others, from written feedback provided.

We carried out this inspection 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022