

The Island - Yar Valley Pre-School (Brading)

Inspection report for early years provision

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Inspection date	05/12/2011
Inspector	Lisa Cupples
Setting address	Brading C of E Primary School, West Street, Brading, SANDOWN, Isle of Wight, PO36 0DS
Telephone number	01983407217
Email	ask4more@islanddaynursery.co.uk
Type of setting	Childcare - Non-Domestic

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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

The Island - Yar Valley Pre-School (Brading) registered in 2011. It is one of five childcare groups owned by a private company. It operates from within Brading C of E Primary School, which is situated midway between the towns of Ryde and Sandown on the Isle of Wight. The pre-school is open Monday to Friday from 7.45am to 5.45pm for 51 weeks of the year, closing for one week over the Christmas holiday period.

The pre-school has sole use of a classroom. They have access to two areas that inter-link with the reception class and use of all school facilities, with prior agreement from the head teacher. Children have access to a fully secure outdoor play area. They also have shared use of the reception class play area, the school playing fields and the wooden adventure play area.

The pre-school is registered to provide care for a maximum of 24 children under eight years at any one time. Of these, all children may be in the early years age group. The pre-school is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently nine children in the early years age group on roll. Of these, five children receive funding for early education.

The company employs six members of staff; all of whom hold relevant early years qualifications ranging from level 3 through to degree level. In addition, the two directors are also qualified in childcare.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All children are happy and settled during their time at the pre-school. Staff take the time to get to know the children and their families well. As a result, children's welfare, care and learning are promoted successfully. The setting is fully inclusive and effectively meets the individual needs of all children. Comprehensive policies and procedures are in place and most are implemented well. The leadership and management of the setting take active steps towards continually driving improvement for the benefit of all children who attend.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- provide positive images that challenge children's thinking and help them to embrace differences in gender, ethnicity, language, religion, culture, special

- educational needs and disabilities
- improve the information gathered about children's starting points, to ensure staff can begin to plan children's individual learning paths as soon as children begin to attend.

The effectiveness of leadership and management of the early years provision

All children are safeguarded effectively. This is because the whole staff team have a good understanding of child protection procedures, and know how to implement them to protect the children in their care. Robust recruitment and vetting procedures ensure that all adults working with the children are suitable to do so. Systems and procedures also ensure all students and new staff follow an in depth induction programme, and are aware of their individual roles and responsibilities within the pre-school. All visitors are required to show identification and sign in and out of the visitors' book, to ensure an accurate record of everyone coming into contact with the children is maintained. Daily checks covering all aspects of the play and learning environment are completed. Full written risk assessments are carried out to minimise all potential risks to children. The pre-school is secure and all visitors are required to introduce themselves via the intercom system, before gaining access to the premises.

Partnerships with parents are good. Staff are developing strong relationships through discussion and providing many opportunities for parents to share their views. For example, parents' views are actively sought with the use of feedback questionnaires. Parents are able to talk to their children's key people and have access to their children's records at any time. Information about the children's next learning steps are shared regularly with parents. This is to enable them to become fully involved and extend their children's learning at home. Parents are also encouraged to make written contributions to their children's records about their progress within the setting and at home. Staff spend time gathering information about the children's welfare requirements such as, favourite things, likes and dislikes before the children attend. However, little information is currently gathered about the children's starting points in relation to the early learning goals. This hinders the staff team's ability to begin to plan for children's individual learning as soon as they start attending. Staff are developing strong relationships with local schools to ensure procedures for a smooth transition to school are in place. For example, children already visit the reception class and use school facilities to familiarise themselves with the school environment and the reception class staff team.

All children have access to a wide range of activities, resources and learning experiences to promote their learning and development across all areas. Resources are stored at a low level to increase the children's independence. Staff carry out audits of the equipment. This is to ensure children participate in a fully balanced programme both inside and outside. Children use a range of multicultural resources on a daily basis. They are beginning to develop an understanding of the wider world through activities and planned topics. However, there are limited positive images displayed in the children's play and learning environment, to

challenge their thinking and help them to embrace differences. Staff deployment is effective in ensuring all children are fully supported and well supervised at the pre-school. Effective procedures are also implemented to ensure any concerns with children are identified quickly and acted on immediately. This is to ensure every child is able to reach their full potential.

The pre-school staff continually evaluate the effectiveness of the provision to identify strengths and any areas for improvement. They take active steps to drive improvement and improve the outcomes for children. For example, since opening, the setting has further developed the outside play area to ensure all six areas of learning are covered regularly, to enhance the children's outdoor learning experiences. As a result, the outdoor provision is used well by all the children.

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

All staff have a good understanding of the Early Years Foundation Stage framework. They implement it effectively to meet the needs of all children. Staff spend time observing and recording what the children can do. The information gathered is evaluated and used to identify the children's individual next learning steps. Staff ensure the information is incorporated into the planning, alongside the children's interests. As a result, all activities are purposeful and children are engaged and occupied throughout their time at the setting. Staff interact well with the children, asking open-ended questions and encouraging the children to think about what they are trying to achieve. They develop problem-solving skills during their play. Children use mark-making for a variety of different purposes. For example, they write their names on their work, make lists in the home corner and recognise their names in print. Children's spoken language is developing very well. They confidently share ideas and make suggestions for the planning and future activities. Children count at every opportunity and recognise numerals during activities. They use their imaginations well and negotiate roles and characters during miniature world play. Children have many opportunities to develop their physical skills and increase their knowledge and understanding of healthy lifestyles. They participate in a range of physical activities. Children use the small trampoline with ease, ride wheeled toys with confidence and climb over, under and around large pieces of equipment with control. For example, children laugh and giggle as they pop up out of the tunnel, pretending to be a Jack in the Box.

Children demonstrate good self-care skills throughout the sessions. They put their own coats on to go outside and wash their hands at appropriate times, talking about washing away the germs. They use the toilets independently and pour their own drinks when they get thirsty. Children are beginning to learn about healthy eating as they talk about the types of food that are good for them. Staff sit with the children, engaging them in purposeful conversation. They make snack time a real social event for the children, developing their social skills well. Children are polite and behave well during their time at the pre-school. Staff are positive role models and take the time to recognise and respond to the children's achievements and efforts. As a result, children are developing a strong sense of right and wrong

from an early age. Children's understanding of information and communication technology is progressing well. They use the computer and programmable toys with ease and confidence.

Children show consideration for others as they share and take turns, pass resources to each other and invite other children to join in their games and activities. Children are beginning to learn about keeping themselves safe through daily routines and discussions. For example, children talk about riding the wheeled toys outside safely. They watch where the other children are and stay on the painted roadway. They use tools safely during activities and remind each other how to hold the scissors. Children are confident and show good levels of self-esteem throughout the day. The good quality interaction between all staff and the children builds strong relationships. Children are developing a strong sense of belonging during their time in the setting. For example, children ask staff for additional resources, suggest ideas, laugh and giggle as they tell jokes and listen to each other's stories with interest.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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

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