

The Island Day Nursery

Mill Court, Furrllongs, Newport, Isle of Wight, PO30 2AA

Inspection date	19/08/2013
Previous inspection date	02/11/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 demonstrate that they feel comfortable and secure in their surroundings. As a result they develop strong bonds with their key person.
- Staff provide a warm welcoming environment where children are able to explore and investigate safely. As a result all children are progressing well in all areas of learning.
- Partnerships with parents are strong. Staff continually share learning and actively involve parents in their children's learning.
- Staff value diversity and provide an environment where all children feel included.

It is not yet outstanding because

- Children do not have regular opportunities to expand their understanding of the world, for example by growing their own plants in the outside play area.
- Staff do not always provide natural and malleable materials for the younger children in order to excite their curiosity and develop their physical skills.

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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the three play rooms and the outside play area.
 - The inspector had discussions with staff, children and parents.
 - The inspector undertook a joint observation with the Childcare Services Manager in the pre-school room.
- The inspector sampled a range of documentation including self-evaluation, action plans, children's records, planning, safeguarding procedures, policies and information from a parents' questionnaire.

Inspector

Hannah Hornig

Full Report

Information about the setting

The Island Day Nursery registered in 2006 and is part of a small group of nurseries operated by The Island Day Nurseries Ltd. The nursery operates from the ground floor of a business complex in Newport on the Isle of Wight and serves the wider community. There is a small, enclosed outside play area and the whole nursery is fully accessible. The nursery is open each weekday from 7.30am until 5.45pm for 51 weeks a year. The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The nursery accepts some older children for holiday care. There are currently 122 children on roll in the early years age group and many attend part-time. The nursery receives funding for free early education for children aged two, three and four years. The nursery offers full day care facilities for children, including those with special educational needs and/or disabilities and those children who speak English as an additional language.

The nursery employs 20 members of staff, 17 of whom work directly with the children. One member of staff holds the Early Years Professional status as well as a BA Honours degree in Educational Studies. Two members of staff hold BA Honours degrees in Early Childhood Studies. 12 members of staff hold appropriate early years qualifications at level 3 and two members of staff at level 2. The nursery is supported by a cook, a cleaner and an accountant.

What the setting needs to do to improve further

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

- provide more opportunities for children to learn more about the natural world

- provide the younger children with daily opportunities to explore natural and malleable materials in order to further excite their curiosity and develop their physical skills.

Inspection judgements

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

Staff have a good understanding of the Statutory Framework for the Early Years

Foundation Stage learning and development requirements. They use their knowledge well to provide stimulating and interesting play opportunities, which incorporate all seven areas of learning. Staff link closely with parents to gain information about the children's individual abilities. Ongoing learning journey observations and assessments enable staff to successfully monitor children's progress. Summary assessments, including a progress check for children at aged two, enable staff to identify any gaps in children's learning. Staff review progress three times a year and keep parents fully informed of their child's progress at regular parents' evenings. Children are well prepared for the move on to the next stage in their learning due to the good range of experiences offered to them. For example, a group of younger children enthusiastically 'write' down their ideas for menus in a cafe. Weekly planning includes a good balance of adult-led and child-initiated activities. Children are making good progress in their learning and development in relation to their starting points.

Children are motivated to learn. Babies show growing confidence as they investigate their surroundings, for example, they enjoy finding a big wooden brush in their treasure basket. Staff engage well with children and challenge their thinking through their positive interactions. Children create make-believe cakes and staff ask the children what they can use to make candles. Staff challenge the children to create a road from flat pieces of a construction material. This encourages children to solve problems. Consequently children are well prepared for their future learning and transition to school. Personal, social and emotional development is encouraged because staff respond to children's individual ideas. For example, a baby selects a large tin to play with and a member of staff taps the tin, smiles and makes encouraging noises, which supports the child's interest.

The nursery is involved with the 'Every Child a Talker' programme. They encourage parents and staff to use actions and gestures with the children to extend children's vocabulary. For example a child says 'tractor' and the staff say 'there are lots of big, green tractors on the island'. Older children enjoy listening to a story with delightful props about two bears and lanterns. The children eagerly join in and respond to questions such as 'why do you think he can't sleep?' This promotes their communication and language development. Staff recite '16, 17, 18, 19' in order as they display today's date on the calendar, which helps children to develop an awareness of number. However all the staff do not use actions extensively to support the promote the acquisition of new vocabulary. Displays of signs, labels, numbers and words around the room helps raise understanding that print carries meaning. Some children speak English as an additional language and staff support them to learn vocabulary by using key words in their home language. For example, staff say 'merci' to children as they give the staff their shoes. During lunchtime staff encourage children to sing a song to their friends in their home language. This shows that the nursery values diversity to make all children feel included.

Physical development is promoted well across all age groups. There is an indoor soft play area for the older children where they can run, jump and roll. Children can also use stationary gym-type walking machines. Babies pull themselves up onto their feet because staff sit on the floor and support their first attempts to stand. Staff provide very young babies with stimulating resources for them to reach as they are supported to lie on their tummy. This provision helps to ensure that children develop their strength and balance. Children are also provided with interesting resources which promote their hand muscle

development. For example children are encouraged to use their fingers to sprinkle sand onto paper or catch bubbles that have been blown across the room. Children use plenty of tools which support their development for early writing skills. Younger children however are not always provided with opportunities to explore a range of materials in order to investigate and further promote their physical skills. All children participate in a music and movement session led by a music specialist.

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

All children are confident, happy and settled in their environment. There is an effective key person system in place, which means that children are developing strong bonds with a familiar person in the nursery. The staff speak to children constantly about what they are doing and playing with.

The managers and staff have carefully considered the organisation of the learning environment. Staff have provided specific areas within the play space. For example, babies thrive as they investigate treasure baskets on the carpet, which encourages them to use their senses. Older children select resources confidently from low-level units and in this way they make decisions about their play. Pre-school children can choose to play and explore in the water and sand in a well-resourced creative area. Good use is made of displays to engage parents and celebrate diversity and children's achievements.

Staff give babies reassuring cuddles if they are upset and work in partnership with parents consistently to ensure individual needs are met. Babies sleep according to their routines in a quiet room with soft music playing in the background. Consequently children feel comfortable and secure in their surroundings.

All children are beginning to learn about healthy lifestyles. The nursery offers healthy snacks and meals and older children are encouraged to drink lots of water. Pre-school children understand that they need to share the garlic bread at lunchtime. They do not take too much and leave some for their friends. Staff remind the children about keeping safe as they explain that they must not run in the toilets when they independently go to wash their hands after eating their lunch, in case they 'trip and fall'. Children are reminded that they must have sun cream applied before they go outside to play on a sunny day. Suitable clothing, reins and buggies are provided for the babies when they go for a walk to the local river.

All children have regular access to the small enclosed outdoor play area, and some children go out for daily walks. This means they are able to experience the effects of the weather and the world around them. However all the children do not have regular opportunities to learn about growing plants, fruit or vegetables, for example, there are no plants available to observe in the nursery play spaces.

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

The managers and all staff have a good understanding of their responsibilities to meet the safeguarding and welfare requirements. Arrangements for safeguarding children are strong. Staff have a clear understanding of the issues to respond to promptly regarding any concern about a child's welfare. Thorough communication systems are in place to record and inform parents of any accidents. The managers have effective procedures in place to check staff suitability to work with children. Close supervision at all times adds to children's safety. Implementation of effective daily risk assessments and checks results in the premises being safe and secure.

Staff help children to understand behavioural expectations. They handle behaviour matters appropriately, according to children's differing levels of understanding. The managers monitor staff practice well, which ensures that staff are deployed well throughout the nursery. A thorough training programme is in place for all staff to support their professional development and drive improvement in the nursery.

There is accurate monitoring of the children's progress. The managers engage in cross-setting moderation, reviewing children's achievements in the children's unique child profiles. The managers also conduct regular audits of the nursery provision and resources. Overall, this ensures the effective delivery of the educational programmes and consequently children are making good progress in their learning and development.

Good attention is paid to promoting partnerships with parents and carers. Effective and thoughtful settling-in procedures are implemented which include parents' input. This ensures that children are well supported and feel secure. A parent stated that when their child was first trying to settle in 'the staff were very welcoming and very encouraging'. Parents are kept well informed of the activities their children have participated in. A parent stated that the 'staff are excellent' about informing her about her child's achievements and progress, explaining that 'they write it all down'. The nursery has developed communication books with other settings that children attend to ensure that those children receive consistency of care and learning.

The nursery works well with external agencies such as speech therapists and local schools to ensure that children get the support they need. Children with special educational needs are well supported by the staff who also ensure that their transitions to other settings are smooth and seamless. The nursery works effectively with the local authority development officer to ensure positive improvement of practice. Parents' and children's views and feedback in questionnaires are included in the self-evaluation and action plans so everyone contributes to the improvement.

The Childcare Register

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

The requirements for the voluntary 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	EY320128
Local authority	Isle of Wight
Inspection number	828122
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 11
Total number of places	102
Number of children on roll	122
Name of provider	The Island Day Nursery Limited
Date of previous inspection	02/11/2009
Telephone number	01983 533334

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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.

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