

# The Island - Yar Valley Pre-School (Brading)

Brading C of E Primary School, West Street, Brading, SANDOWN, Isle of Wight, PO36 0DS

<b>Inspection date</b>	11/12/2013
Previous inspection date	05/12/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>3</b>
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision requires improvement

- There are well-organised and detailed systems of documentation in place to meet all welfare requirements and this includes effective systems to maintain children's safety and security.
- Staff are good role models and they encourage children to move and explore all areas, teaching children to learn about risks, healthy diet and the benefits of exercise.
- There are fully prepared systems for encouraging parents to be involved in children's learning and this builds relationships and develops trust.

### It is not yet good because

- The provider has not informed Ofsted of a change in the day-to-day manager of the pre-school and this is a breach of the regulations.
- Planning for activities does not focus sufficiently on children's interests or develop these to ensure children are fully engaged in purposeful learning with appropriate levels of challenge.
- Staff do not fully organise the indoor resources in advance to inspire and encourage child-initiated play and at times, they do not focus on ways to improve children's behaviour and extend their skills of concentration.

- Systems of self-evaluation are not fully identifying the weaknesses in the provision.

### **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 showed identification documents on arrival and viewed all areas of the premises.
- The inspector observed the children and staff during activities and daily routines.
- The inspector gave the inspection judgement and shared information through feedback.
- The inspector viewed a range of documentation and interviewed parents, staff and the provider.

### **Inspector**

Christine Clint

## Full report

### Information about the setting

The Island - Yar Valley Pre-School (Brading) registered in 2011. It is one of six childcare groups owned by a private company. The pre-school operates from within Brading Church of England 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. Children and staff 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 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 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 22 children in the early years age group on roll. The pre-school provides funded education places for children aged two-, three- and four-years-old. The company employs five 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.

### What the setting needs to do to improve further

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that the resources and planned activities indoors are fully prepared and ready to enable staff to engage with children and in this way promote children's positive behaviour and responses
- use the information about children's interests to develop and plan activities that inspire and motivate children and provide suitable challenge to meet children's learning needs.

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

- extend the systems of self-evaluation to ensure that any weaknesses during daily activities are recognised and reflected in the daily planning.

### Inspection judgements

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

The lead practitioner and staff provide a suitable range of play provision for children attending. They show a sound understanding of how to encourage children's learning and

they vary the activities and plan these to link with the areas of learning. Children willingly take part and respond when activities interest and stimulate them. For example, they enjoy the outdoor play session that enables them to dig in the sand, make marks with chalk on the walls and use construction equipment. Children also respond with enthusiasm to the spontaneous singing and dancing session, they are lively and active and they listen and respond to staff. Children follow instructions and communicate well, repeating words and learning to describe their movement. Sometimes staff link these movements with different animals and children guess the animal names from the movements. However, not all planned activities provide sufficient challenge for children and at times staff are not consistently involved in children's play. This results in many children moving between areas frequently and showing less willingness to be involved in the short group times for registration or stories.

Staff are aware of the prime and specific areas of learning for meeting the development needs of different aged children attending and they follow the daily planned activities for inside and outdoor play. Staff organise the outside resources in advance to ensure children have variety and this results in children taking more interest and engaging in the activities provided. The indoor resources and activities are less well-prepared. For example, few children respond to the planned Christmas card activity because this is less organised and ready to interest children. Those children taking part mostly completed this without staff support. Therefore, the learning intentions to link this activity with communication and language did not take place. There is less evidence to show how staff use children's interests and preferences for planning suitable learning experiences and in this way include a suitable level of challenge.

All staff observe and clearly record children's progress in development. They are regularly and appropriately completing summaries of children's progress at the age of two years and sharing these with parents. The provider has introduced detailed and uniform systems to ensure all learning records fully reflect children's ongoing development. These regular checks on children's progress help to narrow any gaps in children's level of achievement.

Parents show they appreciate the dedication of the staff. They are very aware of their child's key person and they gain information from the daily verbal exchanges with staff. Parents see their children's learning records often and they are able to plan meetings to discuss any individual needs at any time. Parents know that the close links with the primary school help to prepare their children in advance. Staff ensure that they maintain this preparation for school. They take the older children into the reception class twice a week for story time and this prepares children for moving on in their learning.

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

All staff have key person responsibilities and they show a strong ability to notice and respond to individual children's needs. For example, they recognise and encourage children to use tissues for their noses. They teach children to follow very regular routines of hand washing, ensuring that children learn about the importance of carrying out hygienic routines to maintain their health. Children have frequent opportunities for

increasing their levels of physical ability, for example, they are learning to feel their hearts beating faster after exercise and they understand that this is normal and helps them to be healthy. Staff are good role models and they use these opportunities to increase all children's understanding of health and fitness. They also encourage younger children to rest and settle after lunch and these planned sleep times are well organised and support children's emotional development and their well-being.

Children learn to become more independent especially at snack and lunch times. Staff teach them to pour their own drinks and take responsibility for managing their packed lunches. They show high levels of assisting staff at times, for example, offering to sweep up the tissue paper following a craft activity. Children responsibly find the dustpan and brush and independently clear up, they show confidence and staff immediately offer praise to raise their self-esteem and promote positive behaviour.

Staff often remind children about the rules for safety and the boundaries for maintaining safety during their play. For example, staff increase children's awareness of hazards by explaining why they must not run on the outdoor ramp. However, children do not always respond appropriately and their behaviour is often a result of activities not fully offering challenge or purposefully engaging children's interest. Consequently, children's play rapidly becomes too lively at times and staff do not always encourage or suggest alternative play ideas to engage, interest or involve children.

Staff provide organised areas of play indoors and outside. There is an ample range of resources outdoors that provide children with a variety of options that holds their interest. However, indoors there are less resources available at times within the dedicated areas. This limits children's play experiences to fully support their all round development.

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

This inspection took place following concerns raised about the deployment of staff and the level of supervision of children in the setting and how staff manage children's behaviour, especially regarding bullying. The concerns also queried the systems for recording children's accidents and how this information is shared with parents.

The pre-school maintains a high ratio of staff to children and staff respond fully and appropriately to meet the care needs of children attending. Staff are well-deployed to ensure that children are always safe and secure and there is no evidence to show that children are engaged in bullying. However, at times some activities have insufficient adult involvement to maintain appropriate behaviour and effectively prioritise children's opportunities for learning.

The processes in place to organise the daily pre-school are well organised and detailed systems of documentation are available to meet all welfare requirements. These include fully robust suitability checks and documentation to support individual staff clearance. There are clear records of all accidents in the setting and parents sign these to show they

have been fully informed. The management team also review all accident records and use these to form part of the risk assessment for safeguarding children in the provision. All staff understand their responsibility to safeguard children and they competently know how to recognise any signs and symptoms of concern and how to refer these concerns to relevant agencies. However, the provider has breached the statutory requirements of the Early Years regulations and the Childcare Register regulations because she has failed to notify Ofsted of a change of manager. This has not had a direct impact on the safety of the children attending because full clearance details are available and the provider recognises this failure.

The provider, staff and wider management are fully aware of their responsibility to meet the learning and development requirements. They all demonstrate a clear level of knowledge and understanding of how children learn and they have developed suitable systems to monitor the educational programmes. These include appropriate systems to track all children across all areas of learning and in this way recognise any gaps in the provision or for individual children attending. The manager and staff show strong support for families attending and they work appropriately with relevant agencies to ensure that children are supported in their learning and wider needs.

The provider and staff follow organised processes to evaluate the provision and these are part of the wider systems used for monitoring all childcare provision in the company and the professional development of staff. These systems show that management are continually focusing on improvements, for example, the management continually check and oversee the learning records for all individual children. In this way they measure staff understanding and support staff to make progress. However the systems in place for self-evaluation have not fully identified the weaknesses in the provision for planning and for carrying out some of the activities.

### **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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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

<b>Unique reference number</b>	EY429997
<b>Local authority</b>	Isle of Wight
<b>Inspection number</b>	942085
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	24
<b>Number of children on roll</b>	38
<b>Name of provider</b>	The Island Day Nursery Limited
<b>Date of previous inspection</b>	05/12/2011
<b>Telephone number</b>	01983407217

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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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