

The Island Day Nursery at Weston Academy

Weston Community Primary School, Weston Road, TOTLAND BAY, Isle of Wight, PO39 0HA

Inspection date	13/02/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 thoroughly enjoy their time at the nursery. Children of all ages are happy and confident owing to good relationships with staff.
- The children are welcomed into a warm, friendly setting, where they are valued and included, so are ready to learn.
- A very good partnership between the nursery and the parents ensures key information is shared between them, which helps the staff meet children's individual needs.
- The environment provides children with opportunities to choose their play materials and follow their individual learning styles.
- Children feel safe and secure in the nursery and management's arrangements for safeguarding the children are robust.

It is not yet outstanding because

- Planning does not always clearly show the learning outcomes of activities to enable all staff to skilfully question children during activities to extend their learning as well as possible.

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 discussed the format of the inspection on arrival.
- The inspector observed activities in the indoor and the outside learning environments.
- The inspector looked at a sample of children's assessment records and other documentation.
- The inspector took account of the views of parents spoken to on the day.
- The inspector and manager undertook a joint observation together.

Inspector

Alison Large

Full report

Information about the setting

The Island Day Nursery at Weston Academy registered in 2013. It is one of six early years settings owned by the provider and is a limited company. The nursery operates from purpose built rooms within Weston Academy in the Totland Bay area of the Isle of Wight. All children have access to an enclosed split-level outdoor play area and also have use of the school playground. The setting has the use of additional rooms for the breakfast and after school club as numbers increase. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery is open each weekday from 7.45am to 6pm for 51 weeks of the year. Children can attend for a variety of sessions or full-time. There are currently 13 children in the early years age group on roll. The nursery currently employs five members of staff three of these hold relevant childcare qualifications including the manager who holds a BA Honours degree in Early Years and Education.

What the setting needs to do to improve further

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

- clarify further the learning intention of activities to enable staff to better support and extend children's learning through discussion and open questions encouraging them to think more.

Inspection judgements

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

Staff make the nursery a welcoming environment for the children, who move around freely and use a wide range of activities and resources. They quickly settle into the session and can independently make choices about their play. The staff team promote children's development through a good balance of child-led play and interesting activities. Children become aware that written words have meaning as adults sit and read books with them, pointing to the words as they read. Children are encouraged to count and use numbers in a variety of ways and they recognise shapes and name colours. All staff have an understanding of how children learn and develop and children are consistently provided with good learning opportunities. All children enjoy good opportunities to choose, participate and become independent in their play. Children use their imaginations and create role-play games, excitedly talking to their friends and using the different resources in their play. Staff sit with children and engage in conversations with them. For example, there are discussions about the children's families and things they do at home. Consequently, children's language skills are well supported and their thinking and creativity extended. Observation and assessment systems are in place and shows clearly what each child has achieved and the progress they are making. Staff record the next

steps in the children's learning, which links into their planning. Planning is based on children's interests, capabilities or individual needs. Children particularly enjoy playing outside, where they can have fresh air and exercise in all weathers. During creative play, children can experiment with glue, and help themselves to scissors and paper to make things.

The nursery provides a bright and child friendly area for children to play and learn where they develop confidence and self-esteem. Staff have a good understanding of the seven areas of learning and how children learn. They ensure that a range of resources available to the children help them make good progress in their learning. However, not all staff are confident to question and extend children's learning during planned and everyday activities. The daily planning does not clearly show the learning outcomes of the activities to enable all staff to confidently broaden children's learning through discussion and questions. The staff have implemented the progress check for children aged between two and three years. All documentation is in place and shared with parents. Staff keep parents well informed about the life of the nursery through the notice boards and daily chats. They state they have seen their children make good progress since starting.

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

Children are secure and safe in the nursery and feel a sense of belonging, fostered by consistent care from staff and excellent resources. A good key person system is in place, where staff take special responsibility for particular children. This enables children to develop trusting relationships and to help children to be ready for the next stages in their learning. Children are happy and confident as staff are sensitive to children's individual needs. Staff promote children's independence well, in preparation for school. They develop skills such as putting on their own coats and shoes and pouring their own drinks and helping to tidy up. All children enjoy opportunities to choose, participate and become independent in their play. Staff meet children's individual needs and get to know the children well and work to promote an inclusive environment. Staff help all children to become involved in the nursery; less confident, quiet children are encouraged to take part in activities. Children social skills are developing well and are promoted by staff, who regularly praise the children for their achievements. Children enjoy fresh air and exercise daily as they use the outdoor environment, all year round. They enjoy running around in the playground on a very windy day, laughing as they are blown in different directions. They enjoy using balls, scooters, hoops and ride-on toys to develop their physical skills.

Children enjoy the social interaction as they sit and eat together. The nursery provides a variety of healthy and nutritious snacks and children bring their own lunches. Children learn about good hygiene routines and from a very young age can independently take themselves off to wash their hands. They all learn they must wash their hands after using the toilet, before eating and after messy play. Good systems are in place to inform staff of any health or dietary issues the children may have. Good systems are in place for behaviour management. Children behave well and are learning to share and take turns. They learn the nursery rules and respond to staff when they are reminded that running indoors is not safe. Staff are good role models and ensure children know right from

wrong. Children are developing positive relationships with each other and interact well together. They know what is expected of them and are confident to make choices and decisions. Good relationships are developed with the local schools the children will move on to, to ensure children have a successful progression into school. Staff support the children well as they develop their independence and gain the skills needed to be ready to move on.

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

Children benefit from staff that work very well together as a team and share a commitment to improvement. They are involved in all aspects of the provision and contribute to the planning. Staff prioritise the safeguarding of all children. Staff undertake training in safeguarding and have a very good understanding of safeguarding procedures. Clear procedures are in place for the recruitment and vetting of new staff and this helps ensure all adults working with the children are suitable to do so. Thorough risk assessments are completed for the setting and staff make daily safety checks to ensure that children can play safely. Staff promote equality and diversity well and the pre-school offers an inclusive environment. Systems to monitor the provision to identify the group's strengths and areas for development, helps to ensure continuous improvement of the setting. A comprehensive range of policies and procedures are in place covering all areas of the provision. Staff provide children with an inclusive environment and they learn about valuing each other's differences. The setting promotes equality and diversity well.

Staff display information around the setting so that parents and children can feel a good sense of belonging. The partnership between parents and the nursery is very good. Staff keep parents of young children informed about daily routines and the activities they have taken part in. They take the time each day to talk to parents about their children's day. Parents are very supportive of the staff and appreciate the care and education their children receive. The nursery management has systems in place to link with other providers, where children attend more than one setting, to aid the continuity of children's care between provisions.

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

Unique reference number	EY465078
Local authority	Isle of Wight
Inspection number	928900
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	20
Number of children on roll	13
Name of provider	The Island Day Nursery Limited
Date of previous inspection	not applicable
Telephone number	07720814002

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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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