

# 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>	11/12/2014
Previous inspection date	11/12/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	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 pre-school. Children of all ages are happy and confident.
- The indoor and outdoor learning environments provide interesting and stimulating resources that engage children and build on their interests.
- Children feel safe and secure in the pre-school and arrangements for safeguarding the children are robust.
- An excellent partnership between the pre-school and parents ensures key information is shared between them.

### It is not yet outstanding because

- The staff are not consistently planning activities that effectively focus on the next steps in learning for each child.
- The system for monitoring children's progress is not sharply focused to ensure all children are making rapid improvement in the different areas of learning.

## 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 held discussions with the manager and talked with staff and children.
- The inspector observed activities in the indoor and outside learning environment.
- The inspector looked at children's assessment records and sampled other documentation including some required records and policies.
- The inspector took account of the written views of parents and those spoken to on the day.
- The inspector invited the manager to carry out a joint observation.

## Inspector

Alison Large

## Full report

### Information about the setting

The Island - Yar Valley Pre-School (Brading) registered in 2011. It is one of six settings 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 sole use of an enclosed 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 early education places for children aged two-, three- and four-years-old. The company employs six members of staff to work with the children; all 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 further improve the quality of the early years provision the provider should:

- strengthen the systems in place for tracking children's progress to ensure all children are making progress in all areas of learning
- include more focused learning opportunities in the planning of activities that reflect the next steps set for each child.

### Inspection judgements

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

The pre-school is welcoming and child friendly. Children receive good levels of support in order to challenge and encourage their learning. As a result, they are able to actively explore and take delight in playing with the activities available. Educational programmes are varied and offer play opportunities to meet every child's needs. As a result, outcomes for children are very good. Information gathered from parents when the child joins the pre-school enables staff to successfully support the children's learning. The staff document good observations within each child's learning journey. However, the systems for tracking the children's progress for all areas of learning are not consistent, and staff are not targeting effectively the next steps set for each child in the planning to ensure they are

making strong progress. Children move freely between the different areas of activity; they learn where to find the resources they need, handling items and using tools effectively. Children are making good progress in the different areas of learning. They work well together, negotiating how to assemble the track for the cars in the garden, and show a sustained level of interest at this activity. They create imaginary, role-play games in the home corner, happily using the play phone to make telephone calls. They understand how to use the computer and can recognise shapes and name colours. Children are developing good communication skills and chat happily to both one another and to adults. They are developing well with their listening and attention skills and are encouraged to listen to what others say and respond to simple instructions. Staff use opportunities to prompt children's thinking and discussion to help reinforce their understanding. Staff use high-quality teaching methods overall which help children to progress.

Children are able to access a good selection of resources that enable them to practise their early mark making skills, such as pencils, crayons and a selection of painting tools. Children enjoy the many outdoor play opportunities. The pre-school has implemented the required progress check for two-year-old children. Parents are kept well informed about the life of the pre-school via the notice boards and through daily chats to staff. They are invited to regularly comment on their child's progress. They state they have seen their children make good progress while at the setting.

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

Children settle well and are very happy and confident in the pre-school. Children's individual needs are met because staff get to know the children well and work to promote an inclusive environment. A good key person system is in place. This enables children to develop trusting relationships and to help children to be ready for the next stages in their learning. The outside play area has a range of resources to stimulate the children's interests and provide lots of opportunities for learning and enjoyment. Children particularly enjoy playing in the mud kitchen and playing with the track and the cars. The children enjoy running around, getting fresh air and exercise. The staff support them well so they are able to practise a range of movements in safety.

Effective measures ensure children are learning how to stay safe. Staff discuss safety issues with the children and teach them why they should not run indoors or throw the toys. Children also learn methods to help them share and take turns. Staff use effective approaches for behaviour management. Children behave well and play very well together. They are developing relationships with each other and interact well throughout the setting. The children are taught about good hygiene routines as staff remind them to wash their hands after using the toilet, before eating and after messy play. Many children are independent and take themselves to the toilets or put on their own coats before going outside. Good systems are in place to inform staff of any health or dietary issues the children may have and thorough records are kept of accidents. The pre-school provides a good variety of healthy and nutritious snacks, and drinks are available throughout the session. Staff support the children when they first join the setting. The pre-school has good links with the local schools the children will move on to and welcomes the teachers

into the pre-school to visit and get to know the children. The children are also able to go into the school the setting is attached to for a story time and to familiarise themselves with the rooms prior to them starting school. Staff support the children well to develop their independence and gain the skills needed to be ready to move on. This helps to ensure all the children have a successful move into school.

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

The management team demonstrate a good knowledge and understanding of the requirements of the Early Years Foundation Stage and implement them well. Children are secure and happy in the setting. An effective management structure is in place and communication with all levels of staff is very good. The pre-school is well organised and staff work well together to provide a safe and secure environment. Children are safeguarded well. There are effective systems in place, to ensure children are cared for by staff that have a good awareness of safeguarding procedures and are fully aware of their roles and responsibilities. There are strong vetting and recruitment procedures, which helps to ensure the suitability of those individuals working with children. Performance management systems are in place for all staff and the induction process is thorough. Clear records of risk assessment show how staff prioritise safety in all areas, both inside and outside. Staff supervise children well and use clear explanation to help ensure that children learn to understand hazards. Staff also carry out daily checks before the setting opens to ensure all areas remain safe for the children to use. Staff promote equality and diversity well. They value children's uniqueness and emphasise inclusion to ensure their individual development is effectively supported. Good systems are in place for self-evaluation and continuous improvement. The actions and recommendation from the last inspection have been met, which ensures the outcomes for children are positive.

The pre-school has established very good relationships with the parents. Parents comment on the friendly and caring staff. They state staff keep them very well informed about the life of the pre-school and are involved in all aspects of their children's learning and well-being. Staff seek the views and preferences of the parents' and children to develop and enhance the provision. Systems are in place to liaise with other providers the children may attend to ensure information is shared about their learning and development for continuity of care.

### **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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	962920
<b>Type of provision</b>	Full-time provision
<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>	24
<b>Name of provider</b>	The Island Day Nursery Limited
<b>Date of previous inspection</b>	11/12/2013
<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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