

Blackberry Lane Nursery

Cowes Enterprise College, Crossfield Avenue, Cowes, Isle Of Wight PO31
8HB



Inspection date	16 November 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

The provision is good

- The management team works together efficiently to run the nursery and is committed to providing children with high-quality learning experiences. Managers reflect on their practice to improve the service they provide to families.
- Partnerships with parents are strong. Parents value the close relationships staff build with their children. They receive plenty of information about their children's time and upcoming events at the nursery. For example, parents attend the nursery for a tea party to help raise money for charity.
- Staff provide children with a welcoming environment and a wide range of resources they can access independently. For example, children eagerly explore an exciting range of role-play and dressing-up resources that develops their curiosity and imaginative skills well. Children make good progress from their starting points.

It is not yet outstanding because:

- Staff sometimes miss opportunities to introduce resources, such as text and print, that would help extend older children's knowledge and understanding of the world around them.
- Information from assessment, although based on observations, is sometimes not completed consistently or used in a timely manner to match children's individual learning needs precisely. As a result, children do not consistently have enough opportunities to achieve at the very highest levels.

What the setting needs to do to improve further

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

- increase opportunities for older children to learn that information can be gained from a range of sources, such as print, to enhance their understanding of the world around them
- enhance the use of information gained from initial assessments to focus more sharply on what individual children need to learn next and help close any gaps in their learning at a faster rate.

Inspection activities

- The inspector observed practice and staff interactions with children and assessed the impact of these on their learning.
- The inspector explored the arrangements for safeguarding of children. She also completed a joint observation with the deputy manager.
- The inspector held discussions with the management team and the other members of staff to discuss areas of leadership and management, including supervision and support arrangements, and the use of the self-evaluation process.
- The inspector spoke with parents and took account of their views and comments, alongside emails of support and a wealth of thank you cards from parents, past and present.
- The inspector sampled a range of documentation, including suitability checks of staff and children's developmental records of progress.

Inspector

Nina Lambkin

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Managers and staff have a good understanding and awareness of how to safeguard children. They are clear about the procedures to follow should they have any concerns about children's welfare or inappropriate practice. Recruitment procedures are robust, and managers monitor the ongoing suitability of staff. Staff are motivated and eager to improve the outcomes for children. They understand the importance of extra training and comment on how useful recent training has been. For example, they have learned how to add different utensils to sensory activities to help young children practise new physical skills, such as scooping and pouring. The management team works closely with outside agencies to help support children and families. Good partnerships with the community, local schools and other settings help staff to support children's ongoing learning journey. The management team works together to monitor children's ongoing progress.

Quality of teaching, learning and assessment is good

Staff regularly observe children's ongoing development and identify clear next steps for their learning. They use 'in the moment' planning to help follow children's ideas and interests and provide a wide range of experiences. Staff join in enthusiastically with children's play and actively encourage their ideas, for instance, when pretending to swim away from the baby shark in the garden. Staff promote children's communication and language skills well. For example, they teach younger children new words, such as 'bubbles' and 'scrub' as they eagerly explore soapy water.

Personal development, behaviour and welfare are good

Children are happy and relaxed. Effective staff deployment successfully helps them to keep children safe and secure. Staff support children's social and emotional development well. For example, they provide continual reassurance and encouragement when children first start to attend and support them to settle quickly. Children become secure in the routines of the day and develop a sense of belonging. They have good access to the outside space, where they enjoy plenty of physical activity and exercise. They enjoy nutritious meals, which helps them to learn about healthy lifestyles. Staff understand the importance for babies who are non-mobile to have their own space. For example, they provide a cosy, warm, safe area for them to play safely but to still be part of the whole setting.

Outcomes for children are good

Children and babies are making progress within the typical range of development for their ages. They develop skills in making marks, for example, as they paint on the walls outside, using water and different types of brushes. Older children choose favourite books, holding them carefully and turning the pages. All children develop independence skills. Younger children feed themselves using cutlery and older children, with support, take some responsibility for their toileting routines. Children develop good skills in preparation for the next stage in learning, including the move on to pre-school.

Setting details

Unique reference number	EY496849
Local authority	Isle of Wight
Inspection number	10077291
Type of provision	Full day care
Registers	Early Years Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 3
Total number of places	28
Number of children on roll	47
Name of registered person	Blackberry Lane Pre-School
Registered person unique reference number	RP901356
Date of previous inspection	Not applicable
Telephone number	01983298344

Blackberry Lane Nursery opened in 2016 and is situated on the Cowes Enterprise College site, on the Isle of Wight. The nursery employs 13 members of staff. Of these, one is qualified to level 6 and 10 are qualified to level 3 in a relevant early years qualification. The nursery opens 51 weeks of the year, from 7.45am to 6pm each day. The nursery provides funded early education for two-year-old children.

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