

**The Island- Hope Childcare, Day Nursery**  
Inspection report for early years provision

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<b>Unique Reference Number</b>	EY355567
<b>Inspection date</b>	03 June 2008
<b>Inspector</b>	Alison Jane Kaplonek
<b>Setting Address</b>	Fort Street, Sandown, Isle of Wight, PO36 8BA
<b>Telephone number</b>	01983 408 392
<b>E-mail</b>	info@islanddaynursery.co.uk
<b>Registered person</b>	The Island -Hope Childcare, Day Nursery
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care, Sessional care, Out of School care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

The Island-Hope Childcare, Day Nursery registered in 2007. It is privately owned and managed by a limited company. The setting operates from purpose built mobiles that are sited on land to the rear of the New Hope Christian Fellowship church in the Sandown area of the Isle of Wight. A maximum of 60 children may attend at any one time. At present there are 82 children on roll. Of these, 21 are in receipt of funding for nursery education. Operational hours are Monday to Friday, from 07:45 until 17:45 all year round. The setting provides support for children who have additional needs. Nine members of staff work with the children.

### THE EFFECTIVENESS OF THE PROVISION

#### Helping children to be healthy

The provision is good.

Children's good health is assured in the clean and well maintained environment. They are very well protected by staff who follow effective procedures and practices, such as regular cleaning of surfaces and changing mats. Babies' emotional well-being is nurtured by staff who manage

their individual feeding and sleeping routines well. Older children play an active part in keeping themselves healthy by independently taking themselves to the toilet and washing their hands. They understand the hygiene routines and help themselves to tissues if needed. Good use of documentation ensures that staff are recording accidents or the administration of medicines. Registration forms include information regarding children's allergies and dietary needs. Permission is obtained from parents to enable staff to administer first aid or to seek emergency treatment or advice.

All babies and children are offered nutritious snacks, such as a selection of fresh fruit. The pre-school children can choose when to access these during the rolling snack time. They are also able to access their drinks containers at any time. Healthy main meals are freshly cooked on the premises each day and are provided in a pureed or mashed form for the babies and toddlers.

Children develop a good range of skills during their physical play. They enjoy their outdoor time in the play areas, when they can access a range of equipment which enables them to practise skills, such as climbing, pedalling and crawling. All children are regularly taken out for walks in the local park, or to the beach, where they enjoy the fresh air and change of scenery. Older children also enjoy using wheelbarrows and spades as they dig in the mud or the sand pit. They confidently use a good range of small equipment to increase their manipulative skills, such as scissors, paint brushes and pencils and are gaining in control and coordination.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are well cared for in a safe and secure, child centred environment. Effective use of the available space, both inside and out, enables children to move freely, but safely, accessing well maintained toys and play materials. The purpose built, colourfully painted rooms provide an attractive environment for both children and parents. Staff are vigilant and reduce the risk of accidents by carrying out visual and written risk assessments on the premises, equipment and outings. Procedures are in place to ensure that equipment is repaired or replaced if damaged. Babies and toddlers are carefully monitored while they sleep and records of their routines are shared with parents. Children and staff are becoming familiar with the fire evacuation procedure, which they practise regularly. Children who attend the after school club, are closely supervised, as they walk with staff to the nursery premises.

Children are well protected by staff and managers who have a good understanding of child protection procedures and keep local contact numbers accessible. A clear policy is shared with staff and parents, and most staff complete training. Staff regularly share information about accidents and incidents with parents and keep records of any existing injuries.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Babies and toddlers benefit from the provision of a good range of resources and activities. Resources are stored in child friendly containers, which the younger children can access themselves, and the range of activities is planned using the Birth to three matters framework for younger children and the Foundation Stage curriculum for older children. However, observation, assessment and planning records are not always fully completed or accessible on site, at all times. Babies and toddlers enjoy exploring gloop or sitting in amongst the shredded paper. They join in with familiar songs and rhymes and clap their hands excitedly. Staff are

attentive and responsive to the younger children, talking and singing to them and encouraging them to use their voices. Toddlers like hand painting or exploring with the sand and feeling it fall through their fingers. The older children who attend the fun club have free choice of activities, selecting from a wide range of games, puzzles, books and craft activities. During the school holidays, they are often taken on trips to local areas of interest.

Nursery education.

The quality of teaching and learning is good. Children are progressing well. They are provided with a good range of resources and activities on a daily basis and confidently make choices as they move around both the indoor and outdoor environments. Plans cover all areas of learning and sometimes include an adult led activity. At other times, children initiate their own play and learning. Regular assessments are made of the children's progress, although there are gaps in some areas of record keeping. Staff value the children's work and use much for display purposes, providing a colourful and stimulating environment. They question children to stimulate their thinking and to help them recall events or prior learning; for example, what materials they used to build a model or what they enjoyed on their walk.

Children are confident speakers, using language to initiate and organise their play. They use language to explain what they are doing, both to staff and each other. They enjoy using books and listening to stories. Most children are beginning to be able to recognise their names on labels when they self-register or find their place at snack time. All children use marks to represent their ideas and some children are beginning to write recognisable letters. However, there is little emphasis on learning the sounds of letters and some activities to help children learn about the formation of letter shapes, are inappropriate for the age and stage of development of the children.

Children take part in a good range of games and activities to develop their number skills and many count and recognise numbers to five and over. Children use mathematical language and talk about shape, size and quantity during planned and routine activities, for example, as they measure the equipment in the playroom, or roll dough balls. They learn about problem solving through practical activities such as giving out the cups at snack time or working out how many chairs they may need.

Children regularly explore and investigate, for example when growing potatoes and tomatoes, painting or junk modelling. They talk about living things and life cycles as they watch the frogs spawn and care for the stick insects. Children use their imaginations well in numerous play situations, for example during role play, when mixing paints or designing and making during art and craft work. They explore colour and texture when painting or using collage materials. Children enjoy singing and using musical instruments and are building up a repertoire of familiar songs. They learn to control their bodies as they take part in dance or music sessions run by visiting teachers. Children talk about themselves and are learning about the customs of others. They confidently use information technology to support their learning and many are able to complete simple programmes on the computer.

### **Helping children make a positive contribution**

The provision is good.

All children are welcomed and fully included in the routine of the nursery. They play an active part in the selection of activities and resources, and often help to tidy up or sweep the floor. They also help to lay the table and hand out the snacks, making sure there are enough chairs

for all children. Their individual needs and personalities are valued by staff, who praise good behaviour and positive achievements. As a consequence, children behave well.

Children have good levels of confidence and self-esteem. They show respect for each other, and are learning to share and take turns. They form good relationships with adults and their friends. Children with learning difficulties and/or disabilities or English as an additional language are welcomed into the nursery and provided with the appropriate support to enable them to access the range of resources. Staff work closely with parents and other professionals to provide the necessary support for individual children. Children have access to a selection of resources which promote equality of opportunity, such as, books or dressing up clothes. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. Parents are provided with a wide range of information regarding policies and procedures in the nursery brochure. They know how to make a complaint and how to contact the regulatory authority. However, some parents do not know how to raise any issues about areas they would like to see improved. Parents are able to be involved in their children's learning as they share books from the nursery which children take home. They all receive a copy of the week's plans, which include full details of the theme and the activities which their children will be taking part in over the week. They also receive regular written reports about their child's progress.

### **Organisation**

The organisation is good.

Children are well settled and happy in the organised environment. They are cared for in secure, purpose built premises where staff are appropriately checked and qualified. However, checks for some ancillary staff, are not available on site. Staff work directly with the children, providing support where required. They work well as a team, understand their clear roles and responsibilities, and ensure that children's individual needs are well met. Good essential records are kept for each child and shared with the parents, ensuring that children's welfare and care are of a good standard. Overall, the setting meets the needs of the range of children for whom it provides.

Leadership and management is good. All staff and management are committed to and involved in providing care and education of a good standard. Staff receive regular appraisals to identify their training needs, and regularly access new training opportunities. Management recognise some of the strengths within the provision, monitor and evaluate activities and the provision of nursery education and are aware of the areas for development.

### **Improvements since the last inspection**

Not applicable. This is the first inspection.

### **Complaints since the last inspection**

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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The quality and standards of the nursery education are good.

### WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

#### The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that observation, assessment and planning records are fully completed and accessible at all times.
- ensure that evidence of Criminal Records checks for all staff are available on site.

#### The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- increase the emphasis on teaching the sounds and shapes of letters and ensure that activities to encourage children to form letters are appropriate for their age and stage of development.
- consult parents about any changes or improvements they would like to see made at the nursery.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)