

Izzies Nursery

Inspection report for early years provision

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Inspector

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Type of setting

Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Izzies, a neighbourhood Nursery run by a company limited by guarantee, admits children from birth to five years. It is situated in Isambard Brunel Junior School in a densely populated city area. Accommodation is spacious and the Nursery has its own entrance. Facilities include two large rooms, one of which includes a separate area for younger children, three smaller rooms, toilet facilities, kitchen, staff room, a reception area and a small enclosed outside play area. The Nursery is registered to provide full day care for 52 children under five years, of which no more than 12 may be under two years. 40 children are on the early years register. It receives government funding for three and four-year-old children. Under a pilot project it also currently receives funding for two year- olds. Children with additional needs are welcomed. The Nursery employs a qualified and experienced manager to be responsible for the day to day running of the group. All of the 15 staff working with children are qualified, or working towards a child care qualification. The nursery receives support from the local early years partnership. This provider is on the Early Years Register, compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

This is an effective Nursery where children are well looked after and make good progress in learning and development. Strong and experienced leadership and management have ensured that provision has improved since the last inspection. Leaders and managers have dealt robustly with challenges. They have successfully reviewed and improved provision ensuring that children have access to a broad range of activities and experiences and that systems to safeguard children's health and safety are securely in place. Although many of the current staff are new and relatively inexperienced they are very committed to their work and to fulfilling the Nursery's shared vision for good quality inclusive child care and development. Records showing children's good progress are detailed and thorough. Because of a strong emphasis on training, nearly all the staff are currently undertaking relevant courses and accurate self evaluation, so that the capacity for the Nursery's continuous development is good.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- staff should improve their understanding of the Early Years Foundation Stage curriculum to ensure that children's learning and development are even more effective
- improve assessment records so that they clearly identify children's achievements in the six areas of learning and what each child needs to learn next

The leadership and management of the early years provision

Effective leadership and management ensure that the welfare, learning and development of all children are good. Leaders and managers frequently monitor and evaluate provision and self-evaluation is systematic and accurate. Any challenges or weaknesses are successfully addressed. The strong emphasis on staff development and training is particularly important because many of the staff are new and not all have a secure understanding or detailed knowledge of the new EYFS curriculum. Consequently, some opportunities for learning are missed. Detailed assessment records show children's good progress. However, there is no consistent system for these and some are not yet sufficiently well focussed on the EYFS six areas of learning to clearly identify specific progress in these or what individual children need to learn next.

Links with parents are good. Relationships are warm and supportive and any concerns or questions are dealt with supportively and effectively. Parents are delighted with how much their children enjoy time at the Nursery and are reassured that they are cared for and are developing well. Diaries of the activities that younger children do each day are regularly shared with parents. These successfully keep parents informed of children's progress and how busy they are at Nursery.

There have been good improvements since the last inspection. Leaders and managers have dealt rigorously with challenges using them as opportunities to review and improve provision further. Systems to ensure children's safety, including the suitability of staff and evacuation procedures, are in place. Links with parents, including those who have children with additional needs are good. Resources, including those for reading and writing are accessible to the children so they are all appropriately engaged in suitable activities throughout the day. Although systems to record assessments have improved they are not yet as effective as they could be for identifying and planning the next steps for children.

The quality and standards of the early years provision

All the children are well looked after. Their welfare is good. They enjoy a wide range of activities inside and outside each day. Wellington boots, raincoats and umbrellas enable them to have fun outside, even when it is raining. One girl enjoyed the rain so much that she borrowed some Wellington boots from Nursery to splash in the puddles on the way home. Children's individual needs for action, sleep, quiet or relaxation are met well. Staff sensitively encourage independence and an enquiring mind, support children when they need it and leave some to ponder and try out activities on their own when appropriate. One young boy spent a long time working out how to push a wheeled toy up a small ramp. He persevered at this and, much to his satisfaction, finally achieved his quest. There is time and opportunity for children to pursue activities alone and to have fun playing and working with others. Children are generally happy and enjoy their time at Nursery. Some have had so much fun that they need cajoling to leave at the end of the day.

Children make good progress in their learning. They enjoy a broad curriculum and have access to equipment for reading and writing. Staff interact with them well to extend their awareness of books and print and ability to write their names.

Mathematical concepts and vocabulary are incorporated well such as the use of 'more' or 'less' at meal times and the shape of bread and bowls. However, opportunities for learning are occasionally missed because not all staff have a secure understanding of the EYFS curriculum and assessments do not always show what each child needs to learn next.

Children have a good awareness of foods which are healthy and know what is good for them to eat to stay fit. They feel safe and know that they have regular fire practices to make sure they are safe in an emergency. They are well involved in the daily life of the Nursery and eagerly contribute to tasks such as getting equipment out or tidying up later. Resources are well organised and accessible enabling children to be independent in their choices and in their learning. Because they achieve well, gain confidence and independence and are keen to learn, they are all well prepared for later life and learning.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

Since the last inspection Ofsted received two complaints that required the provider to take action. These related to supervision at the setting, response to parental concerns, notification to parents of incidents relating to their children, accident recording, staff qualifications and staff to child ratios.

With regard to the first complaint Ofsted wrote to the provider and made an unannounced visit to the setting and from our investigation we were satisfied that the provider had taken appropriate steps to address the concerns. We asked the provider to investigate the second complaint and to report back on their findings. As a result the provider took action relating to organisation and supervision. We were satisfied that the provider had taken appropriate steps to ensure compliance. No further action was taken and the provider remained suitable for registration at the time the investigations were closed.

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.