

The Island Day Nursery

Inspection report for early years provision

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Inspection date

02/11/2009

Inspector

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Setting address

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Type of setting

Childcare on non-domestic premises

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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 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

The Island Day Nursery is part of a small group of nurseries operated by The Island Day Nurseries Ltd. It operates from the ground floor of a business complex in Newport, Isle of Wight. The nursery serves the wider community. There is a small, enclosed outside play area and the whole nursery is fully accessible. Care is available from 7.45am until 5.45pm Monday to Friday for 51 weeks a year. Saturday care is available as required.

The nursery is registered on the Early Years Register to care for a maximum of 102 children in the early years age group. There are currently 97 children on roll and many attend part-time. The provision offers full day care facilities for children, including those with special educational needs and/or disabilities and those with English as an additional language. The nursery is also registered on the compulsory and voluntary parts of the Childcare Register and accepts some older children for holiday care.

The nursery is staffed by a team of practitioners who are appropriately trained and suitably qualified in early years.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and busy while attending the nursery. The staff team work well together and provide a wide choice of interesting activities to help children learn. They constantly evaluate their practice, as well as the overall provision, to ensure ongoing development. Equality and diversity is effectively promoted and children begin to learn about the wider world.

What steps need to be taken to improve provision further?

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

- maintain a daily record of the children and their hours of attendance
- ensure all accidents are carefully recorded and inform parents
- continue to develop links with other early years providers to ensure children's individual needs are fully met

The effectiveness of leadership and management of the early years provision

Children are safeguarded as a suitable policy is in place and staff are knowledgeable regarding safeguarding issues. Effective recruitment procedures are in place and the owner ensures that all staff have been carefully checked and vetted. Policies and procedures are available to all staff and parents as required. Parents are asked to sign their own children in and out of the premises, noting the

times of arrival and departure. Staff do not always ensure that this is completed with times of departure noted, which may cause difficulties in an emergency situation. Most necessary documentation is in place to keep children safe and parents complete registration and consent forms. Accident records are not always completed for incidents and therefore parents are not fully informed to enable them to ensure their child's health and welfare.

A good partnership with parents is a priority within the nursery and parents are kept informed of children's learning and development. In the baby room, parents receive daily written feedback sheets to ensure they are fully aware of their children's food intake, nappy changes, sleeps and activities. Parents appreciate this written information and feel it is important. Staff are available to give a brief verbal feedback about children in all three groups at the end of the day. They also use white boards within their rooms to tell parents about the children's activities. Parents feel involved and many talk to staff informally each day. They are aware that they may view their children's individual record of development at any time and attend pre-arranged open evenings to specifically discuss progress. The staff team have sound and open relationships with parents and as a result, children are happy, settled and secure in the setting, where the staff meet their individual needs. Staff build close working relationships with parents of children with special educational needs and/or disabilities, and they work together to support the child's development.

The nursery owners and management are fully committed to improvement and development. Staff join in cluster meetings with other childcare providers and visit other nurseries to share good practice. The whole staff team is involved in the self-evaluation process which is also supported by the local authority. The staff team have a professional approach to childcare and are committed to developing their knowledge through ongoing training. They take part in annual appraisals and peer-on-peer evaluation, and observation is included in this process. Students are able to work as helpers. They are aware of policies and procedures and are never left alone with children. Staff are effectively deployed around the nursery to ensure ratios are maintained and children's needs are met. The available space is well arranged and is accessible. Two entrances are available, one primarily for pre-school and two year olds, and a separate entrance for babies. Security is excellent and the biometric entry system ensures only familiar adults are able to enter the building. Three separate play rooms are available for the three age groups, however all link in together and children can meet outside and in dining areas. Children play with a wide variety of toys and equipment and can help themselves to toys from low level storage drawers. Children throughout the nursery enjoy regular opportunities to use the small outside play area each day. Children are also taken out into the local community to the library, the park and places of interest.

The quality and standards of the early years provision and outcomes for children

Children thrive in the familiar and comfortable nursery environment. They are well occupied and move around choosing their own activities. All staff are fully aware of the Early Years Foundation Stage (EYFS) and make frequent observations of the

children's learning and development. Babies are welcomed and cared for by their key workers who are aware of their individual routines. They enjoy freedom to roam around the spacious playroom and explore various play opportunities. The babies are interested in the treasure baskets and investigate the various wooden implements in one or plastic items in another. They particularly like to look through the window into the sleep room where their playmates rest comfortably in cots. Two year olds have their own areas with suitable toys and equipment. They are taken outside to the nearby green area to collect leaves for creative artwork. Later in the day, they make pictures by rubbing crayons and chalk over the patterns of the leaves, and some pictures become part of the autumn wall display. Some children ask to take their pictures home and they are proud of their efforts. Children learn about their local environment as well as the wider world. They play multi-cultural musical instruments and find out the different sounds they can make.

Staff in all areas use the regular observations of children's activities and interests to guide their planning. The staff members from the room take turns to create the plans and all feed information regarding their key children into the plans. All children are enabled to join in activities. Differentiation takes place by stretching more able children or giving more help where it is required. Staff recognise and support children with special educational needs and/or disabilities. They work closely with parents as well as other professionals, including social workers and speech therapists, to ensure children's individual needs are met. Those with English as an additional language are also supported by knowledgeable and pro-active staff who find out words and information using the library and internet. Staff attend local cluster meetings with other Early Years providers. The local Children's Centre teacher comes into the nursery to help and support children and staff. Staff are aware that some children attend other pre-schools, however, they do not currently exchange information with these providers to help meet children's individual needs.

The pre-school children enjoy an environment which effectively helps them to progress because the rooms are well organised and equipped to support all areas of learning. The different areas of the room are all utilised and children make choices about their own activities. Many children spend part of the day in the soft play area where physical development is particularly promoted. Children join in energetic climbing and tumbling. They also move about large pieces of soft play equipment and create dens and use their imagination. They climb on top of several pieces of the equipment and jump off onto the soft surface. Some children crawl through the low arched pieces, others perform forward rolls along the soft surface. The children also benefit from the two computers that are available to them throughout the day. They develop an understanding of technology and skilfully choose their favourite games. Children work in small groups or take turns to successfully complete the games by counting dots and linking them to numbers. They also play a game about people who help us and they dress different characters in their uniforms. Children learn about the world around them and other cultures and religions. They play with and explore a small world set depicting different religious buildings and the people who attend them. Children talk about the Rabbi, the Muslim men and women and the Sikh man. They are very interested

in the idea of holy buildings and ask lots of questions which staff make every effort to answer.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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