

# Izzies Nursery

Inspection report for early years provision

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<b>Inspector</b>	Michele, Karen Beasley

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<b>Type of setting</b>	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.

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## 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. 93 children are currently on roll. It receives government funding for three and four year old children. Under a pilot project it also currently receives funding for two year olds. The provision has arrangements in place to support children who have special educational needs and/or disabilities and for children who have English as an additional language.

The setting 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 childcare qualification. Three practitioners including the manager and nursery SENCO have completed a foundation degree in Early Years. The nursery receives support from the registered person and the local early years partnership. The provider is on the Early Years Register, compulsory and voluntary parts of the Childcare Register.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The management show good levels of commitment to the continual evaluation and improvement of the nursery, and work closely with staff to share their vision and drive forward their programme for development. Staff receive good support for their professional development through the provision of training. Staff organise and support activities that help children make steady progress in their learning and development, and effectively safeguard children through rigorous risk assessment and the reduction of hazards. Staff create an accessible and inclusive environment for the children as they recognise and value many aspects of their individuality, and have sufficient understanding of their various cultural backgrounds to fully reflect these within their provision.

## What steps need to be taken to improve provision further?

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

- encourage children to talk about the letters that represent the sounds they hear at the beginning of their own names and other familiar words, incorporate these into games
- 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 effectiveness of leadership and management of the early years provision**

Staff, bank staff and volunteers undergo appropriate vetting procedures which help to ensure they are suitable to work with the children. Staff understand the safeguarding procedure and the manager ensures that bank staff are informed of any changes in policies during their induction prior to working with the children. All staff receive basic training for safeguarding online and the manager and senior staff have attended Level 2 safeguarding training. The manager and staff rigorously risk assess the premises and activities and effectively reduce hazards. Staff have successfully completed manual handling training. This helps ensure their understanding and implementation of procedures that safeguard the children.

The manager and the registered person show great commitment to the continual development of the nursery, and seek feedback from staff and parents' questionnaires to help identify areas for development. The management team develop and introduce new training schemes, such as phonics awareness training. They motivate and value the professional development of their staff. The nursery manager receives close support from the registered person and the early years childcare team. Together at meetings they evaluate the provision, set out a clear action plan and through frequent contact continually review and monitor the progress being made.

Staff set out activity areas and children access a good range of high quality resources from low storage units and boxes, which allows them to develop confidence as they make independent choices and develop their play. Staff ensure the provision of activities that stimulate children's curiosity and promote exploration, such as water with bubbles, gloop, or observing an African snail. The manager deploys staff effectively to ensure the maintenance of ratios and support for the children.

The manager and staff maintain documentation well and share records with parents, such as for medication and accidents, which supports continuity of care. The manager reviews and updates the nursery's policies and procedures and draws any revisions to the attention of parents and staff. Parents are well-informed about the provision through the notice boards, brochure and termly newsletters. Staff members sometimes email parents reminders, such as to bring in more nappies for their child. There is a sensitive settling-in procedure that allows parents and children to develop relationships with staff and confidence prior to separation. Each child has a key person known to parents. For the babies a daily diary is completed which reports on aspects of the child's welfare throughout the day, which is discussed further at handover time. Staff seek information from parents about children's individual needs, interests and starting points, which helps them provide appropriate care and activities. Staff invite parents to termly meetings to discuss their children's progress and records.

Staff show understanding of children's different cultural backgrounds, which are fully reflected in the nursery to build on their self-esteem through valuing similarities and differences. Since the last inspection the setting has made improvements for staff to gain a better understanding of the assessment process and how children learn. The manager is aware that there are still weaknesses with the children's assessment records which are being addressed. Staff liaise closely with parents, the local early years team and external specialists when children have special educational needs and/or disabilities. This ensures children's needs are fully assessed and helps staff provide appropriate activities. Staff have good links with schools, either through parents or directly. This helps support children's transition in order to provide a higher degree of contact between children's key carers and reception teachers.

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

Staff are familiar with the practice guidance for the Early Years Foundation Stage and use it to assess children's learning and plan activities with clear learning aims. The manager is aware to maintain children's individual progress records to ensure consistency. Staff work closely with the children and support their activities. Staff plan adult-led activities and sufficiently reinforce new learning or extend children during activities they select for themselves. This leads to children making good progress towards the early learning goals.

Each child has an allocated key person which helps children develop trusting relationships with an identified member of staff as they settle. Staff develop routines that support children's care and learning, such as sleep and meal times. This provides a rhythm to children's days that helps them feel secure and settled. Babies are confident, responsive and well settled as they independently explore their toys and resources with staff's attentive and caring support. Staff encourage young children's communication skills by maintaining good eye contact with them as they talk to them. They look at books together and staff model language for children to repeat. Children reflect how they feel valued as they welcome the manager enthusiastically when she visits their rooms and know their news is of great interest to them. Some staff use routines to enthusiastically engage children and promote learning very effectively, such as when they introduce calculation and problem solving at lunch time as a child finds enough spoons and bowls. Staff promote children's self-esteem through recognising their individuality and praising their efforts.

Children develop good relationships with staff and each other. They play well together and staff give them clear and consistent guidance on how to behave appropriately. Staff organise activities that require children to work together, such as group art activities. Staff model politeness and consideration, which children respond well to. Transitions for children are particularly good between the two older rooms, as children frequently mix during the day. Staff gradually introduce younger children to their next room as they move up, which helps most of them develop confidence in readiness for change. Children develop good levels of independence. Babies have space to move away from staff as they develop

confidence and feed themselves with a member of staff supporting them when necessary. Older children help at lunchtime as they pour their own drinks or clear away their plates. All children have good opportunities to freely choose their activities and develop confidence as they make decisions and choices.

Staff help children develop good understanding of how to maintain their health and safety. Staff liaise with parents about hygiene routines. Children access outdoor areas during the day, which ensures they have fresh air and exercise outside. Through the close partnership staff have with parents, staff know when children might be off colour. They monitor children that are showing possible signs of illness and promptly inform the manager and parents when children are unwell, so that children can be collected early. This meets the children's needs and helps to prevent the spread of illness. Staff support children as they develop awareness of how to be safe. They remind children to take care and not wave cutlery around during mealtimes. Children help clear tables and carry light containers and plates safely. Younger children show they feel secure as they pull themselves up on sturdy toys or approach staff for support. Children use larger apparatus inside, such as the climbing frame, and younger children push along wheeled toys and pull themselves up on sturdy furniture. This helps them stay safe as they develop awareness of risk and how to manage it.

## 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

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

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
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