

The Island- Hope Childcare, Day Nursery

Inspection report for early years provision

Unique reference number	EY355567
Inspection date	18/04/2011
Inspector	Alison Large

Setting address	Fort Street, Sandown, Isle of wight, PO36 8BA
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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.

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Description of the setting

The Island-Hope Childcare, Day Nursery was 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 the nursery at any one time. The nursery is open each weekday from 7.45am to 5.45pm all year round. All children have access to enclosed outdoor areas. The setting is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

The nursery is registered to provide care for 60 children under eight years of age. It currently has 71 children on roll and accepts funding for early education. The setting is able to provide support for children with special educational needs and also for children with English as an additional language. 10 members of staff work with the children all of which hold a relevant childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children relish their time at the nursery. Children of all ages are happy and confident as staff are sensitive to children's individual needs. All children are valued and included. Children are able to take part in a range of exciting activities and staff have a good knowledge and understanding of the Early Years Foundation Stage. Excellent systems for monitoring and evaluating the settings practise are in place to enable continuous improvement to take place. Parents and children are welcomed into a warm and friendly setting, by staff who meet children's welfare and learning needs with great success.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- develop the planning systems for the younger children to further enhance their experiences

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding children are robust. Staff undertake training in child protection and have a thorough understanding of safeguarding procedures. Clear procedures are in place for recruitment and vetting of new staff, which ensures all adults working with children are suitable to do so. All staff take

responsibility and use vigilance and risk assessments to ensure children's health and safety inside the nursery as well as outside and on outings. The management team have high aspirations for quality, which is evident through ongoing improvement, in consultation with staff, parents and children. One of the nursery's strengths is how well the staff team work together, they have regular staff meetings to ensure that information is shared and that all are included in the decision making, which enhances their practice and has a positive impact on the children. A comprehensive range of policies and procedures help ensure that children's welfare needs are met. The nursery is organised to provide a stimulating learning environment, with access to well resourced areas that children can explore freely. Systems are in place for self evaluation of the nursery to reflect their excellent practice and prioritise any areas for improvement. Children are provided with an inclusive environment and learn about valuing each others differences and the setting promotes equality and diversity.

An excellent partnership between the nursery and parents ensures key information is shared between them. Babies routines are discussed with the parents when the child first starts, and parents are kept informed about daily routines and the activities younger children have taken part in through the daily sheets the staff complete. Parents express enormous confidence in the standard of care their child receives and the excellent communication and information sharing. They are kept informed of the variety of activities their children experience and the progress they are making. Observation and assessment systems are in place, and planning is based on children's interests, capabilities and individual needs. Staff identify the next steps for children to enable them to make excellent progress in their learning and development. Partnerships with other settings and professionals the children attend is excellent. Staff liaise with the local schools for the children who attend the breakfast club, and welcome other agencies such as speech therapists into the nursery to work with the children. Children with special educational needs and English as an additional language are very well supported by staff.

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

Children flourish at the nursery. They thoroughly enjoy their learning and achieve well in relation to their starting points. This is because the environment provides children with good opportunities to choose their play materials and follow their individual learning styles. Management and staff create a challenging and stimulating environment, where the atmosphere is positive and encouraging. Throughout the nursery children are making excellent progress in all areas of development. They are confident and keen to join in activities, and are developing warm relationships with each other and staff. Staff make ongoing observations of the children, and from these they identify the next steps for each child. Systems for assessment and planning are in place to ensure activities and learning experiences fully support children's interests and the next steps in their learning. Although the planning for the younger children is under review, to ensure monitoring of children's progress towards all the early learning goals is effective.

Children are secure and safe in the nursery and feel a sense of belonging, fostered by consistent care from staff and excellent resources. Babies have opportunities to explore resources with their senses. They touch and handle resources to discover how things make a variety of noises and have different textures. They are supported well by staff and are able to climb and practise a range of movements in safety. Children's independence is promoted very well, they are developing skills such as putting on their own coats and shoes and pouring their own drinks and helping to tidy up. All children enjoy many opportunities to choose, participate and become independent in their play. The staff team promote children's development through an excellent balance of child-led play, adult led activities and interesting resources. One of the great strengths of the nursery is the use of the outdoors. The staff are able to take the children for walks to the nearby park, beach and to feed the ducks. The outside play areas in the nursery have a range of exciting resources to stimulate the children's interests and provide lots of opportunities for learning and enjoyment. The pre-school children particularly enjoy digging in the special area that has been set up for them, and with the combination of the sand and water play, had great fun during the inspection mixing and measuring and discussing what they were doing. Opportunities to develop physical skills and knowledge and understanding of the world are fostered well through playing in the different outside areas of the nursery and they have opportunities to ride a range of wheeled toys and can learn to climb, balance and catch.

Children are learning about good hygiene routines as they are reminded to wash their hands before eating and after using the toilet. Excellent systems are in place to inform staff of any health or dietary issues the children may have and thorough records are kept of accidents and medication administered. The nursery provides an excellent variety of healthy and nutritious meals and snacks which are cooked on the premises and children benefit hugely from the carefully balanced menu offered. Children behave very well and are learning to share and take turns. They are developing positive relationships with each other and interact well together. Children know what is expected of them and are confident to make choices and decisions. Their learning and growing understanding of the world around them, prepares them superbly for future life.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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