

Izzies Nursery

Isambard Brunel Junior School, Wymering Road, Portsmouth, Hampshire, PO2 7HX



Inspection date

8 April 2015

Previous inspection date

11 January 2010

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Teaching in the nursery is variable. Staff working with children aged less than two years do not have a clear understanding of what children know and can do. Consequently, they do not always plan activities that challenge children well so they make good progress.
- Leaders do not check the range of activities and experiences well enough to make sure that all children have interesting and stimulating learning experiences.
- Self-evaluation is not robust enough to help identify the strengths and weaknesses of the nursery's provision to bring about continuous improvements for children.
- A number of toys are incomplete, which affects children's learning and enjoyment.

It has the following strengths

- Leadership and management have a secure understanding of their responsibilities to safeguard children. Staff safeguard children effectively.
- Children in the pre-school room make good progress. They enjoy the well-planned activities that promote their communication and language skills particularly effectively.
- Strong partnerships with parents and professionals involved in children's care and learning, help staff to meet children's individual needs well, including those children with special educational needs and/or disabilities. Staff support children's emotional development well.
- Staff meet children's physical care needs well. Children learn about healthy lifestyles. They follow good hygiene routines and enjoy nutritious home-made food. They spend much of their time outdoors, which helps to maintain their good health.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- raise teaching for children aged under two years to a consistently good quality by ensuring that staff regularly and accurately assess children's progress and provide appropriate activities
- check that planning of activities and experiences consistently provides interesting, challenging experiences for all children

To further improve the quality of the early years provision the provider should:

- ensure that toys and resources are in a good condition, complete and readily available when children need them
- improve the evaluation methods and identification of the nursery provision's strengths and weaknesses.

Inspection activities

- The inspector observed children and staff during play and learning activities, and viewed the play areas and resources.
- The inspector undertook two joint observations with the manager.
- The inspector had discussions with the manager about the policies and procedures, including how they deal with incidents affecting children's health; how staff work with parents and other early years providers, and self-evaluation methods.
- The inspector looked at a sample of children's progress records, planning and tracking systems, and had discussions with staff.
- The inspector talked to children and some parents to gain their views of the setting.

Inspector

Jacqueline Munden

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Monitoring and tracking of children's progress is inconsistent between the different age groups. While some staff make regular observations of children's play and use these to plan appropriate challenges to extend children's learning, other staff do not. As a result, not all children make good progress. Some children quickly lose interest in activities. Staff looking after the younger ones do not always vary the resources and activities frequently enough to keep children interested while they see to other children's care needs. Children aged two years and over enjoy some group activities. These help them to progress towards the next stage in their learning. Staff place good emphasis on building children's language and investigation skills, which prepares children well for their future learning. For example, children listened to a story about the lifecycle of the butterfly and then looked at real caterpillars. Children have a good understanding of letters and their sounds. They learn about rhymes, such as when suggesting words that rhyme with their names.

The contribution of the early years provision to the well-being of children requires improvement

Staff make the nursery environment safe. They provide a variety of resources in all rooms and in the garden, although a number of these are neither in a good condition nor complete. For example, there are no chinks to use with the chalkboards and no toy people in the doll's house. This affects the development of children's literacy skills and imaginary play. Staff teach children healthy and safe practices. Children develop high levels of independence through the daily routines, including snack time. Staff use effective and consistent strategies to help children learn how to manage their feelings and to behave well. Staff have a good knowledge of each child, their home backgrounds and their specific needs. Children get to know their key person during home visits prior to children's start at nursery. This approach helps children to settle in quickly when they arrive.

The effectiveness of the leadership and management of the early years provision requires improvement

Management follows robust employment and induction procedures to ensure staff suitability to work with children. Regular training ensures that staff understand child protection procedures. However, training is not focused sufficiently on improving the teaching skills of those staff working with the younger children. The manager does not make the best use of her qualification to always check the quality of teaching, planning and assessment rigorously enough across the nursery. Self-evaluation has brought about some improvements, including the introduction of a growing area outdoors. However, evaluation is not used effectively enough and does not highlight weaknesses in the activities and resources. Staff work closely with parents. They share ideas and equipment with them, such as story bags. This liaison fosters children's interest in books at home and at nursery.

Setting details

Unique reference number	EY295936
Local authority	Portsmouth
Inspection number	837629
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	60
Number of children on roll	140
Name of provider	Isambard Brunel Centre Ltd
Date of previous inspection	11 January 2010
Telephone number	02392 651 549

Izzies Nursery registered in 2004. It operates from rooms in Isambard Brunel Junior School in the PO2 postcode of Portsmouth. The nursery is open each weekday from 7.30am to 6pm, all year round, including bank holidays, except for one week between Christmas and New Year. The nursery receives funding for the provision of free early education to children aged two, three and four years. There are 20 members of staff working with the children. Of these, the manager holds Early Years Professional Status and another member of staff has an early years degree at level 6. A further 16 staff hold recognised early years qualifications.

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