

The Island Day Nursery

Fort Street, Sandown, Isle of Wight, PO36 8BA



Inspection date

12 May 2015

Previous inspection date

18 April 2011

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Outstanding	1
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		Good	2
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:

- The routine of the day does not always support children's learning. Children's opportunities to play and explore are sometimes interrupted unnecessarily.
- The wide age range accommodated in the room for younger children means that these children have more limited access to some activities and resources.
- The systems recently implemented to monitor teaching in the nursery are not yet ensuring that quality is consistently good.
- Not all parents are aware of the records that the nursery keeps on their children or what they need to learn next.

It has the following strengths

- Warm and supportive relationships between the staff and children help to ensure children feel safe and secure and develop their confidence within the provision.
- The manager has a good understanding of the strengths and areas for development within the provision and has plans in place to drive improvement.
- Staff seek support from specialists in other agencies when they identify children that may need additional support.
- Children's behaviour is generally good. Staff help children to understand and manage their feelings well.

What the setting needs to do to improve further

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

- review the routine of the day to ensure that children's opportunities for learning are not unnecessarily interrupted and lost, especially at snack time
- embed systems to monitor and improve the quality of teaching, including the use of the environment, in order to ensure practice is consistently good.

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

- ensure that parents are aware of, and contribute to, nursery records about their children's learning and development.

Inspection activities

- The inspector observed activities in the two play areas inside, the dining room and both of the outside play areas.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held meetings with the manager.
- The inspector had a telephone discussion with the registered provider.
- The inspector carried out two joint observations with the manager.
- The inspector took account of the views of parents spoken to on the day.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the provision and a range of other documentation, including the action plan and self-evaluation document.

Inspector

Penny Fisher

Inspection findings

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

Children enjoy their time at the nursery and are well-occupied throughout the day. The pre-school room is spacious and well-laid out, offering children easy access to a wide range of activities and resources. There is a good balance between child-led and adult-led activities. However, the quality of teaching is variable. Older children are interested in activities such as paint-mixing, during which they explore colour. But, sometimes staff do not make the most of opportunities to extend children's learning to ensure they all make good progress. Children with English as an additional language are becoming confident to join in group activities, such as story time, and are making good progress. At times staff unwittingly interrupt children's activities, which shows they have variable levels of understanding of how children learn. The manager acknowledges that staff are not using snack time well to support children's learning. Children queue and then wait at the tables for too long, which means precious learning time is lost. Younger children settle quickly in the mornings because they are warmly welcomed and comforted by staff. However, because babies and toddlers share a play room, the older children in this room have more limited access to space, resources and challenging activities that encourage them to create and explore.

The contribution of the early years provision to the well-being of children is good

Staff understand the importance of developing children's independent skills in order to make sure they are ready for school. They help children learn how to put on their own coats and manage their basic hygiene and personal needs with confidence. Children generally play well together. They are well supported by staff to understand and manage their emotions and feelings. Key persons know the children well. For example, they know those children that prefer to be outside and facilitate this. This means the children concentrate on activities for longer, thus enhancing their learning. Children come to the caring staff for reassurance and cuddles; this is helping them to feel safe and supports their emotional well-being.

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

The nursery manager has clear plans in place to develop the nursery further. For example, she has rightly identified the outdoor play spaces as areas for further development. During supervision relevant training courses are identified to support staff in their roles. The manager ensures that learning is shared across the whole staff team. All safeguarding requirements are met. Staff understand what to do if they have concerns about a child and the importance of confidentiality. Strategies to engage parents in their children's learning and development have met with variable success, but strenuous efforts are being made. A newly introduced system to track children's progress will, it is hoped, enhance partnerships with parents further. Work with local schools to support children's transition is well planned. Systems to monitor the quality of teaching, assessment and planning are in place, but are not yet ensuring that teaching is consistently good.

Setting details

Unique reference number	EY355567
Local authority	Isle of Wight
Inspection number	1013588
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 11
Total number of places	60
Number of children on roll	42
Name of provider	The Island Day Nursery Limited
Date of previous inspection	18 April 2011
Telephone number	01983 408 392

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. 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 currently has 42 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. Seven members of staff work with the children, all of whom hold a relevant childcare qualification.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

