

# Ventnor Community Early Years Centre Ltd



St. Wilfreds RC Primary School, Trinity Road, VENTNOR, Isle of Wight, PO38 1NL

## Inspection date

Previous inspection date

14 August 2015

Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Outstanding Not applicable	1
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is outstanding

- The exceptional leadership team very effectively ensure the extremely safe and smooth running of the nursery. Management follow highly effective employment, induction and supervision procedures. This means all staff have an excellent understanding of their roles and responsibilities and know how to safeguard children.
- The nursery's inspirational leadership team is highly effective in driving improvement and show an uncompromising commitment towards achieving excellence in all areas. This has a very positive impact on developing staff practice, and the activities provided to support children's learning.
- An extremely well established key-person system helps children to form very secure attachments with staff. This promotes children's emotional well-being and provides a very strong base for their learning. Staff meet children's physical needs highly effectively.
- Staff provide an outstanding quality of teaching. The high number of very well qualified staff means they assess children's progress meticulously and provide an exceptional range of first class learning experiences. As a result, children are highly motivated, eager to explore and develop a real thirst for learning.
- Management and staff form highly successful partnerships with parents, professionals and other early years providers. This means all children are included and staff meet their individual needs very well, including those with special educational needs and/or disabilities.
- Staff support children's communication and language development very skilfully. They use every opportunity to enrich activities and promote children's learning. This prepares children extremely well for the next stages in their learning and for school.

## What the setting needs to do to improve further

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

- increase opportunities for children to extend their already excellent early writing skills to further support their literacy development.

### Inspection activities

- The inspector observed staff and their interactions with children during play and learning activities, and viewed the play areas and resources.
- The inspector undertook a number of joint observations with the room leaders and manager.
- The inspector sampled a range of documentation relating to children's development, staff suitability, training records and safeguarding procedures.
- The inspector had discussions with the nursery management team and staff. She spoke with children and parents to gain their views about the nursery.
- The inspector held discussions with about the nursery's self-evaluation, action plans, and partnerships with parents, professionals and other early years settings.

### Inspector

Jacqueline Munden

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is outstanding**

The highly stimulating and extremely well organised environment enables children to be independent and to initiate their own play and ideas. For example, children decided to wash their boots after playing in the mud kitchen. Staff extended children's mathematical skills as they collected water in different sized jugs. Children learned language to describe which jugs were heavier, and those with more or less water. They showed determination and built their physical skills as they carried the jugs and emptied them into containers, before finally standing in them, having happily achieved their goal. Staff plan a daily 'talking point ' and at the inspection, hung a toy monkey from the rafters. Toddlers jumped to reach it and showed great interest as staff encouraged them to think and talk about where it came from and how it got there. Babies develop key skills to support their rapid progress, for example, staff encourage them to repeat sounds and words.

### **The contribution of the early years provision to the well-being of children is outstanding**

Staff use very effective methods to get to know and support children and their families from the start. Young children have their daily care needs met by their main carer, such as nappy changes and feeding. This supports children's emotional security and their self-esteem very effectively. Staff support new children extremely well as they settle and when they move between rooms. For example, they allow children time to explore the environment at their own pace. Staff are extremely good role models and play alongside children, helping the younger ones understand how to share and take turns. Older children learn to respect others, which helps them form very strong friendships and they quickly understand what behaviour is acceptable.

### **The effectiveness of the leadership and management of the early years provision is outstanding**

The manager has very high expectations of staff and children and has an excellent understanding of her responsibilities to meet the legal requirements. She helps staff to continuously develop their professional practice through consistently modelling excellent teaching and providing in-house training. Highly qualified staff act as mentors to staff who are developing their skills. The manager and room leaders rigorously monitor children's progress and use self-evaluation to monitor their practices very effectively. They identify areas to improve outcomes for children extremely well. For example, some staff have completed specific training in how to teach phonics and plan small group sessions. This very significantly supports older children's literacy skills who have an extremely good knowledge of letters and sounds. As a result, many easily recognise and write their first names. However, they do not always have opportunities to extend their writing skills further, such as practising how to write their last names.

## Setting details

<b>Unique reference number</b>	EY464449
<b>Local authority</b>	Isle of Wight
<b>Inspection number</b>	959699
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	89
<b>Number of children on roll</b>	104
<b>Name of provider</b>	Ventnor Community Early Years Centre Ltd
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01983 856 868

Ventnor Community Early Years Centre Ltd registered in 2010. The nursery re-registered when it became a limited company and changed premises in 2013. The nursery operates from the old school in the grounds of St Wilfrid's church, in Ventnor on the Isle of Wight. The nursery is open each weekday from 7.45am until 5.15pm for 50 weeks of the year. It closes for two weeks over the Christmas holidays and all public holidays. The nursery receives funding for the provision of free early education for children aged two, three and four years. There are 16 members of staff employed to work with the children, including the manager, who holds Early Years Professional Practice status. There are two qualified teachers and one member of staff holds a relevant early years degree. The remaining 12 staff have early years qualifications ranging from levels 2 to 5.

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