

# Izzies Nursery

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



|                          |                 |
|--------------------------|-----------------|
| <b>Inspection date</b>   | 29 July 2019    |
| Previous inspection date | 9 February 2016 |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Inadequate</b> | <b>4</b> |
|---|-------------------------|-------------------|----------|
|   | Previous inspection:    | Good              | 2        |
| Effectiveness of leadership and management                    |                         | Inadequate        | 4        |
| Quality of teaching, learning and assessment                  |                         | Good              | 2        |
| Personal development, behaviour and welfare                   |                         | Inadequate        | 4        |
| Outcomes for children   |                         | Good              | 2        |

## Summary of key findings for parents

### This provision is inadequate

- The provider has failed to maintain their legal responsibility to notify Ofsted of all significant events in the running of the nursery. Recent changes to the name of the company, the names of the directors of the governing body and changes to the nominated person have not been notified to Ofsted. This means that not all individuals have been fully assessed by Ofsted to check their suitability.
- The provider does not ensure that the nursery's safeguarding procedures follow those of the Local Safeguarding Children Board (LSCB) should there be an allegation against a member of the governing body, including the nominated individual. They do not understand what Ofsted should be informed of and this puts children's welfare at risk.
- The provider does not ensure that the nominated person has a full understanding of their role and responsibilities to meet the requirements of the early years foundation stage. As a result, this lack of knowledge means procedures are not clearly understood or followed.
- There is a lack of communication and support from the provider for the manager. This does not ensure that the manager benefits from enough high-quality support to help her develop her own practice further.
- Staff understand their key children's learning needs and provide activities to motivate their play. However, planning is not shared to enable staff to capture and tailor learning to support children's next steps as effectively as possible.

### It has the following strengths

- The manager and staff establish good relationships with children and parents. They provide ideas and activities to successfully support learning at home. This has been particularly successful in supporting all children, including those in receipt of additional funding, to make consistently good progress from their starting points.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

|  | Due date   |
|--|------------|
| develop knowledge of significant events and changes that must be notified to Ofsted, including changes to the nominated person, changes to the name of the company that provides early years provision and changes to any individuals of its governing body                                    | 26/08/2019 |
| provide Ofsted with the necessary information to enable suitability checks on the nominated person and members of the governing body to be carried out   | 26/08/2019 |
| ensure the safeguarding policy and procedures are clear, in line with the guidance and procedures of the relevant LSCB, and contain clear steps to be taken should there be an allegation made against a member of staff or a member of the governing body, including the nominated individual | 26/08/2019 |
| ensure that the nominated person has the appropriate skills and knowledge to understand and implement their role and responsibilities in relation to the requirements of the early years foundation stage  | 26/08/2019 |
| improve performance management procedures to provide regular and effective support for the manager.  | 26/08/2019 |

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

- strengthen how the current arrangements for planning are used to support and tailor learning for all children.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector sampled a selection of the nursery's policies, looked at children's records and the evidence of suitability of all staff, and discussed self-evaluation with the manager.
- The inspector spoke with staff and children at convenient times during the inspection.

**Inspector**  
Tara Naylor

## Inspection findings

### Effectiveness of leadership and management is inadequate

The arrangements for safeguarding are not effective. Changes to the organisation of the nursery have not been notified to Ofsted, including changes to the nominated person. The nominated person and some directors of the company have been acting in their roles without confirmation from Ofsted that they are suitable to do so. They have failed to follow the correct process to enable Ofsted to carry out all the necessary checks on them. Although these individuals do not work directly with the children, they are involved in making important decisions about how the nursery is managed and operates. The provider does not ensure that when there are changes to the nominated person, they enable them to know what their role is. This does not help them to understand their role and responsibilities, including when to notify Ofsted of significant events. The nursery's policies and procedures are not robust, to support effective safeguarding. For instance, although there is a safeguarding policy, it does not provide details of what action should be taken in the event of an allegation being made against individuals in the governing body, including the nominated individual. As a result, incorrect procedures were followed to ensure Ofsted was informed of a significant event relating to the suitability of those who take responsibility for senior roles in the management of the nursery. There is a lack of effective communication between individuals in the governing body and the manager. Ineffective coaching and supervision for the manager mean that she is not supported fully in her role. Nevertheless, the manager leads her team well. She ensures that staff receive safeguarding training, to help them know how to identify and report any child protection concerns. Staff benefit from effective supervision from the manager. Training needs are identified and staff work well together to evaluate how some improvements within the nursery can benefit children. For instance, recent changes to the way that activities are planned enable staff to capture learning opportunities for their key children. However, because these new systems for planning are not fully embedded, they are not effective in enabling staff to tailor learning for all children's next steps.

### Quality of teaching, learning and assessment is good

Staff provide a wide range of activities for children to motivate their play. Older children concentrate well in activities and persist at tasks to build on their skills. For instance, children practise throwing beanbags to match coloured squares. They confidently name the colours and concentrate on how to throw the bags, to help develop their good physical coordination skills. Staff who work with younger children introduce new language well. For instance, as babies confidently try new foods, they talk about the names of the fruits they eat. Staff make regular observations and assessments of children's progress, which is monitored effectively by the manager. Staff have recently worked with the local school to identify what they can do to help children gain skills in readiness for school. As a result, they have organised a greater range of activities to focus on the development of older children's physical skills, to support their emergent early writing. Staff share children's progress with their parents regularly, to help support learning at home successfully.

### Personal development, behaviour and welfare are inadequate

The significant weaknesses in leadership and management of the nursery compromise

children's welfare. Nevertheless, staff develop secure relationships with children to support children's emotional well-being effectively. Staff implement an effective key-person system which helps to support younger children well. For instance, staff provide babies with cuddles and reassurance to help them settle into the nursery environment. Staff are vigilant in keeping children safe in daily routines. For instance, they supervise children closely when they eat and they help older children follow rules, such as walking in the nursery, to keep themselves safe. Staff are good role models. They treat children with kindness and respect and there is a happy environment within the nursery. Children benefit from a good range of opportunities to be physically active. For example, they enjoy taking part in team games in the garden. Children behave well and are polite and courteous to each other. For instance, they spontaneously share toys and thank each other when their friends kindly offer them a turn.

### **Outcomes for children are good**

Children, including those in receipt of funding and those with special educational needs and/or disabilities, gain skills to support their development. Older children are keen to learn and take part in activities with enthusiasm. They are able to concentrate well and develop good attention skills. Older children gain good early pre-reading skills, such as recognising the sounds that letters represent. For instance, as staff show them different letters, children repeat back the sounds they represent. They quickly say, 'that's the letter for my name'. Babies and toddlers gain good physical skills. They gain confidence in walking and learn how to manipulate cups and beakers confidently, as they drink water. Children are prepared well for their next stage in learning, including school.

## Setting details

|  |                                    |
|--|------------------------------------|
| <b>Unique reference number</b>                   | EY295936                           |
| <b>Local authority</b>                           | Portsmouth                         |
| <b>Inspection number</b>                         | 10073465                           |
| <b>Type of provision</b>                         | Childcare on non-domestic premises |
| <b>Registers</b>                                 | Early Years Register               |
| <b>Day care type</b>                             | Full day care                      |
| <b>Age range of children</b>                     | 0 - 4                              |
| <b>Total number of places</b>                    | 60                                 |
| <b>Number of children on roll</b>                | 106                                |
| <b>Name of registered person</b>                 | Isambard Brunel Centre Ltd         |
| <b>Registered person unique reference number</b> | RP525109                           |
| <b>Date of previous inspection</b>               | 9 February 2016                    |
| <b>Telephone number</b>                          | 02392 651 549                      |

Izzies Nursery registered in 2004. It operates from rooms in Isambard Brunel Junior School in Portsmouth. The nursery is open each weekday from 7.30am to 6pm all year round, excluding bank holidays and one week between Christmas and New Year. The nursery receives funding for the provision of free early education for children aged two, three and four years old. There are 20 members of staff working with the children. Of these, the manager holds early years professional status and a further 16 staff members hold appropriate early years qualifications at level 3 or above.

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.

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