

Inspection of Izzies Nursery

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

Inspection date: 22 January 2020

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Inadequate
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What is it like to attend this early years setting?

The provision is good

Parents and children are greeted warmly by the manager when they first arrive at the nursery. They engage in conversation, which makes them feel valued and welcomed. Good security systems are in place, which staff, parents and visitors follow to help keep children safe. Children are happy and have enjoyable and valuable play and learning experiences. Staff have a secure understanding of how to support every child's unique learning needs. Children make good progress and thrive because staff have high expectations of them. They show a positive attitude to learning and are motivated to explore and investigate the stimulating learning environment. For example, children switch on the light box and look with interest at real-life minibeasts that are inside small, plastic blocks. They talk with curiosity about what they can see and do with them.

Children demonstrate good behaviour and follow the nursery routine well. Staff are positive role models who praise children and encourage their efforts. Children are proud of what they can do, such as when they receive a star sticker because of a 'wow' moment in their learning. Lunchtime is extremely well managed, where all children sit down and eat a hot and nutritious meal. Staff pay good attention to promoting children's health and well-being. Several children ask for a second helping of vegetables, and staff encourage this, which means children's healthy appetites are always satisfied well.

What does the early years setting do well and what does it need to do better?

- The directors have successfully rectified the weaknesses from the last inspection to ensure there are no breaches of requirements. A more cohesive leadership team has evolved, with good lines of communication. The team has a strong and progressive vision for the future of the nursery.
- Staff working in the baby area build very strong attachments to the children. They fully understand their role as key persons and make sure babies and young children are well cared for and have the attention and support they need. For example, babies who are unwell are offered lots of cuddles and care when their temperature rises. Parents are notified swiftly of their poorly child.
- Staff provide a stimulating and engaging learning environment, which inspires children to have a go at activities and develops their knowledge and skills. Staff provide activities that build on children's interests and curious observations. For example, while children ate their breakfast, they noticed the bird's nest in the trees. Staff encouraged children to make bird feeder balls to develop their understanding of the natural world and caring for birds.
- Although peer observations take place on the quality of staff's teaching practice, the leadership team's overview of this is not fully secure. The team is not fully involved in the process and the information they obtain is not consistently used

to build a highly skilled workforce. This influences the quality of education children receive.

- Mathematics is embedded and woven throughout children's play activities. Children learn to count and problem solve because staff have a confident understanding of how to teach mathematics. They make good use of the resources in the stimulating play environment. For example, children dig for 'treasure' in the garden with spades; they count what they find and are supported to add more to a given number.
- The manager and staff have a good understanding of each child, their families and their needs. They track their progress well and identify children who require additional support. The special educational needs coordinator is knowledgeable and works very well with parents and the local authority to put specific plans in place. However, targeted teaching support for children who are learning English as an additional language, and those children below expected levels in speaking, is lacking.
- Partnership with parents is a key strength of the nursery. Strong, trusting and informative relationships are built with parents, who report positively about the nursery. They state that the nursery has a good reputation in the community and their children love to attend.
- Supervision arrangements for staff and the manager are good. Training is regularly undertaken, and any underperformance is tackled swiftly by the leadership team. This is to ensure all staff understand their key responsibilities and can develop their practice. For example, staff working in the baby room learn strategies to reduce biting incidents. In the area for children aged over two years, a new black-and-white cubby hole has been developed for those who want to relax and be calm away from the busy playroom.

Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate a good understanding of their duty to protect children and report any concerns they may have about a child's well-being. They undertake regular training in safeguarding, receive updates at staff meetings and know the importance of following correct procedures, including keeping associated records. Since the last inspection, the vetting and suitability of the directors has been ensured. They have been notified to Ofsted and checks have been undertaken and cleared. The designated leader has updated the safeguarding policy to reflect the role of the board of directors, particularly when there are changes. Effective security arrangements ensure that any unauthorised visitors are prevented from entering the nursery.

What does the setting need to do to improve?

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

- strengthen the management systems to monitor staff teaching practice and interactions to help raise the quality of education to a high level
- strengthen the teaching support for children who are learning English as an additional language and those children who are below expected levels of development in their speaking.

Setting details

Unique reference number	EY295936
Local authority	Portsmouth
Inspection number	10119253
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 to 4
Total number of places	60
Number of children on roll	91
Name of registered person	Little Thinkers Pre-School & Nursery Limited
Registered person unique reference number	RP525109
Telephone number	02392 651 549
Date of previous inspection	29 July 2019

Information about this early years setting

Izzies Nursery registered in 2004 and operates from rooms in Isambard Brunel Junior School, Portsmouth. The nursery employs 20 members of childcare staff. Of these, the manager holds early years professional status, and a further 21 members of staff hold early years qualifications at level 2, 3 or 5. The nursery opens from Monday to Friday all year round, except for bank holidays and one week between Christmas and New Year. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lorraine Wardlaw

Inspection activities

- The inspector completed a learning walk with the manager to discuss how the provision is organised.
- A joint observation of the quality of teaching was conducted and evaluated by the manager and the inspector.
- The inspector observed children playing and learning, and talked to children and staff.
- The inspector spoke to a sample of parents to gain their views of the setting.
- A leadership and management meeting with the manager of the setting was held to discuss safeguarding arrangements and to sample documentation.

We carried out this inspection 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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