

Inspection of The Island Day Nursery - Sandown

Fort Street, SANDOWN, Isle of Wight PO36 8BA

Inspection date: 1 February 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

There are high expectations for all children to learn and develop. Children with special educational needs and/or disabilities (SEND) promptly receive any extra help they need. This enables them to progress well in their learning. Children are very happy and settled. They learn to adapt their behaviour and understand how it affects others.

Children develop good physical control and pre-writing skills. For instance, they fill and empty containers with water and use the feet of toy dinosaurs to make marks in wet sand. Children enjoy playing outdoors and using challenging large climbing equipment at a local playground. Children are inspired to use their imagination. For instance, after listening to a story about 'The Tiger Who Came to Tea', children enthusiastically ran into the garden and made 'food' for the tiger to eat.

Children develop a good understanding of the world. They plant herbs and flowers in the nursery garden and enjoy outings in the local community. For example, they discover nature and collect shells at the beach. Children look at maps on a tablet and work out where they live in relation to landmarks, such as the local zoo. Children learn about cultural differences. For instance, to celebrate Chinese New Year they watched a dragon dance on the internet. Afterwards, children worked together cooperatively to make their own dragon using glue and tissue paper. They enjoyed tasting traditional Chinese food and played imaginatively with chopsticks and Chinese tea cups.

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

- Since the last inspection, staff have improved how they support children's learning and development. Local authority advisors have helped managers to identify and meet staff training needs. Staff have received training that has improved their communication and interaction with children.
- Staff join in children's play and skilfully build their learning and development. They use a flexible approach to curriculum planning, which they adapt according to children's emerging interests and needs. Staff value and respond to the choices that children make during their play, including playing outdoors.
- Staff provide children with a language rich environment. They talk with children during all activities and develop their vocabulary, including children who speak English as an additional language. Staff teach children the words to songs which children then sing at home with their parents.
- Managers and staff have a good understanding of what they want children to learn. They work closely with parents to successfully move children on in their learning and development. However, staff do not consistently evaluate and improve the organisation of the learning environment for the younger children.

The space available to babies does not fully support their exploration.

- Staff help children to develop the skills they need for future learning. They plan 'bucket' activities that successfully build children's attention, listening skills and ability to concentrate for a short period of time. Staff support children's enthusiasm to copy the activities they see. For example, during the inspection, children learned how to paint rainbows.
- Staff encourage children to do some things for themselves. However, they do not support children to further develop their independence. For example, they do not consistently encourage older children to learn to put on their coats and shoes and to serve themselves at mealtimes.
- Children behave very well. Staff support them to learn what is expected. They consistently praise children and successfully help them to feel good about themselves and become self-confident.
- During the pandemic when the nursery was closed, staff maintained good communication with families to provide continuity in children's learning. They filmed themselves reading stories, presenting activities and talking about what they could see during walks in the woodlands. These were posted on the nursery's website for children to watch at home.
- Staff know all the children well. They patiently meet children's individual care needs and work with parents to give children as much time as they need to settle into the nursery. Staff are positive role models for children, particularly in relation to their enthusiasm and communication during children's play.
- The recently appointed special educational needs coordinator (SENCO) has improved the support for children with SEND. The SENCO seeks and uses local authority funding to meet children's individual needs. She establishes good communication with parents and other agencies to support children's development.

Safeguarding

The arrangements for safeguarding are effective.

Managers have a good understanding of their roles and responsibilities to safeguard children's welfare and keep them safe. All staff complete safeguarding training including for the 'Prevent' duty. They know what to do if they have a concern about a child's well-being. For instance, if a child is unexpectedly absent from the nursery they know who to contact. Staff risk assess the premises, activities and outings. They supervise children well at all times, including mealtimes, to reduce hazards and keep children safe. Managers vigilantly follow government guidance to prevent the spread of infection during the pandemic. They make sure the premises and equipment are kept clean.

What does the setting need to do to improve?

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

- coach and support staff to further improve the learning environment for the younger children, particularly babies, to enhance their exploration
- consider ways to further support children's independence.

Setting details

Unique reference number	EY355567
Local authority	Isle of Wight
Inspection number	10125341
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	60
Number of children on roll	26
Name of registered person	The Island Day Nursery Limited
Registered person unique reference number	RP903546
Telephone number	01983 408 392
Date of previous inspection	17 September 2019

Information about this early years setting

The Island Day Nursery - Sandown registered in 2007. It is located in Sandown, Isle of Wight. The nursery opens each weekday from 7.45am to 5.45pm, all year round. The setting receives funding to provide free early education to children aged two, three and four years. There are five staff employed to work with the children, all of whom hold relevant childcare qualifications. Of these, one has a level 6 qualification, three have level 4 qualifications and one has a level 3 qualification.

Information about this inspection

Inspector

Cathy Greenwood

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together and discussed the curriculum.
- The manager and inspector completed a joint observation of children's activity.
- The inspector talked with children, staff, parents and managers during the inspection.
- The inspector observed activities indoors and outdoors.

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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