

Inspection of The Island Little Herons Childcare

Wootton Cp School, Church Road, Wootton Bridge, RYDE, Isle of Wight PO33 4PT

Inspection date: 29 June 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 Outstanding

What is it like to attend this early years setting?

The provision is good

Children are motivated and enthusiastic learners. They learn new things every day and take part in activities that have been planned specifically to match their interests and needs. Children form strong bonds with staff and peers. They confidently share ideas and value each other's contributions to help solve problems. For example, children work together to remove sand from the diagonally placed tubing as they notice that it slowed down their cars going through. They use water in small amounts at first but discover that a higher volume is needed to remove most of the sand. They celebrate their successful teamwork by giving each other a 'high five'. This allows children to think critically and experience success jointly.

The outdoor learning environment provides children with a multitude of exciting opportunities to explore. They experience physical activities that strengthen their small and large muscles. For example, children develop their hand control and cutting skills by slicing small cucumbers. They clamber up the climbing frame and whizz down the slide with good body control. Older children use their imaginations to build structures with wooden planks, such as a see-saw or a skateboard. Younger children weave in and out of trees, carefully manoeuvring their bodies to avoid the leaves and branches. This helps promote children's good health and well-being.

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

- Staff continually observe children to find out what they know and can do. They teach children through carefully planned activities that focus on what children need to learn next. Staff nurture children's interests and provide them with experiences that build on their knowledge. For example, they are encouraged to notice how sand mixed with paint changes their previous experiences of using paint alone. This helps to make learning meaningful for children.
- Staff form affectionate bonds with all children. Children with special educational needs and/or disabilities (SEND) are well supported. The curriculum is adapted to meet their specific needs. For example, a signing programme is used to help children to communicate. The setting works in partnership with outside specialists, such as speech and language therapists, to support children's language development. Children with SEND show equally good progress as their peers.
- Due to the impact of the COVID-19 pandemic, leaders have adapted the curriculum to address gaps in children's social skills, as well as their communication and language. Children, who need additional support, work in focused language and social programmes, which has proved effective. The youngest children show an increased use of vocabulary. For example they say,

'doll is wet and now drying'. Older children use descriptive language effectively. For instance, they cut cucumber pieces and say, 'lots of little cucumbers'. This shows that children acquire language well.

- Children show an increasing awareness of routines in the day. They are able to manage their self-care needs independently, such as taking care of own belongings and tending to their toilet needs.
- Children learn about festivals of other cultures. However, their own diverse backgrounds, cultures and home languages are not always celebrated and shared. This means that children do not get opportunities to fully explore what makes them unique.
- Overall, staff interact well with children to extend their learning. However, at times, they do not fully consider opportunities to deepen children's knowledge and understanding to an even higher level. For instance, older children when listening to a story are asked to name animals in the pictures, which they do with ease. Children are capable of being challenged much further, for instance, playing with words related to rhythm and rhyme in the story.
- Leaders understand the importance of building a strong partnership with parents. They keep parents informed of their children's ongoing progress, through meetings and an online application, which parents value. Parents comment that their children have made good progress in their speech and social skills and are prepared well for school.
- Children behave well and are courteous to others. They learn to identify different emotions and why they may feel a certain way. They demonstrate self-regulation techniques, if they become a little distressed, by asking staff to read them a book. This helps to empower children to make appropriate choices about their behaviour.

Safeguarding

The arrangements for safeguarding are effective.

The leaders and staff are clear about how to keep children safe from harm. They know potential signs and symptoms that a child may be at risk of abuse, including exposure to extremist views and behaviours. Staff are confident in fulfilling their responsibilities, including reporting and escalating any concerns to the relevant outside agencies. Leaders ensure that all staff receive regular safeguarding training and updates. Staff make effective use of risk assessments to ensure that the premises are safe for children. Leaders follow robust vetting and recruitment processes to ensure all adults are suitable to work with children.

What does the setting need to do to improve?

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

- make consistent use of opportunities to deepen and extend children's knowledge

and understanding and take their learning to an even higher level

- provide children with opportunities to celebrate and share with others, their home languages and cultural experiences, to make them feel even more valued and unique.

Setting details

Unique reference number	EY429986
Local authority	Isle of Wight
Inspection number	10108790
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	1 to 4
Total number of places	40
Number of children on roll	61
Name of registered person	The Island Day Nursery Limited
Registered person unique reference number	RP903546
Telephone number	01983 884801
Date of previous inspection	16 February 2015

Information about this early years setting

The Island Little Herons Childcare registered in 2011. It is situated within the grounds of Wootton CP School on the Isle of Wight. The provision operates Monday to Friday from 8am to 5.30pm, all year round. The setting employs nine members of staff, all of whom hold relevant childcare qualifications ranging from level 3 to level 6. The setting receives funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Sonia Panchal

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken this into account in their evaluation of the provider.
- The nursery manager took the inspector on a learning walk of the nursery and explained the curriculum intentions.
- The inspector observed staff interactions with children during their play and spoke to staff and children at appropriate times.
- The nursery manager completed a joint observation of a communication and language activity with the inspector.
- Parents spoke to the inspector and shared their views about the education and care their children receive at the nursery.
- The inspector reviewed documents that were relevant to the inspection.

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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