

Inspection of The Island Day Nursery

Mill Court, Furrllongs, NEWPORT, Isle of Wight PO30 2AA

Inspection date: 6 February 2024

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Managers and staff create a happy and safe environment for children, that is at the heart of the community it serves. Staff know children well and take time to build relationships with their families and carers. This partnership working helps children to feel settled from the beginning. Staff take the time to get to know children's unique personalities, tailoring care to help children build confidence as they move through the nursery. This is particularly effective for babies and less confident children, who develop good levels of emotional security. Children behave well. Staff teach children kindness and respect in their day-to-day interactions. Children learn the importance of valuing and respecting the differing needs of their friends. For example, toddlers wait patiently for their turn with the water sprayer as they feed the giant African land snails.

Managers and staff create a broad curriculum, which ignites children's curiosity. This helps to motivate children to learn, as staff create exciting play experiences which take account of their individual interests. For instance, children pretend they are in the sea, as they search for crabs and mermaids, excitedly sharing what they find. Additional funding is used well to target areas where children need support, and it has a positive impact on children's progress. All children, including those who receive additional funding, make good progress in their development, in relation to their starting points.

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

- The manager is a strong leader, who shares her ambition and vision with her staff. Leaders and staff are passionate about providing high-quality care for all children. The staff team work well together. Staff say that they feel valued and respected in their roles and are supported well by the leadership team. They benefit from regular supervisions, to support them in their roles. The manager recognises that there is scope to strengthen how staff professional development opportunities are used to enhance teaching skills, particularly around refining children's speaking skills.
- Children are very independent and take great pride in being able to do some things for themselves. Staff support children's growing abilities, offering encouragement to help them become confident and capable in being independent. For instance, toddlers learn how to put on and take off their coats when they have played outside. Staff help pre-schoolers think about how to open packets of foods at lunchtime and to tidy away when they have finished eating. Staff use these early experiences to help children develop skills that support them in readiness for their next stage in learning, including school.
- Leaders and staff recognises that since the COVID-19 pandemic, there has been an impact on the expected progress in children's speaking skills and imaginative

play. Staff create a rich curriculum based around key areas, leaders identify children who need further focus. Staff use opportunities to talk to children, model language and help children to concentrate during activities. They provide a wealth of activities, which help children to be imaginative. For instance, toddlers explore modelling dough as they pretend to make snakes. Staff have a good knowledge about their children. However, at times, the learning intentions for children are not fully explored within the activities that staff provide, to enable teaching to be more precisely targeted to what children need to know or to be able to do next.

- Children with special educational needs/and or disabilities (SEND) are supported well. Staff quickly identify those children who may need additional support and carefully consider how they can help them. Staff work well with other professionals involved in children's care, to promote consistency in children's learning and care. Staff reflect on how they can develop their environment to support children. For instance, funding has been used to create a sensory room, which staff successfully use to help meet children's emotional needs.
- Partnerships with parents are a strength of the setting. Staff recognise and value the relationships they develop with children and their families. They share a wealth of information about children's play experiences and overall progress. Staff offer ideas of how parents can support children's learning at home, which successfully help children with their ongoing progress. For instance, staff offer advice and help support children as they are toilet trained. Parents state that staff are 'amazing and know children's unique needs well'. These partnerships help children to settle and provide a consistency of care for all children.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- target future professional development opportunities in order to help to refine and enhance staff teaching skills precisely, particularly around supporting communication and language
- develop clearer links between what children need to learn and the delivery of activities, to shape these to the individual learning needs of each child.

Setting details

Unique reference number	EY320128
Local authority	Isle of Wight
Inspection number	10308195
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 5
Total number of places	102
Number of children on roll	73
Name of registered person	The Island Day Nursery Limited
Registered person unique reference number	RP903546
Telephone number	01983 533334
Date of previous inspection	6 March 2018

Information about this early years setting

The Island Day Nursery registered in 2006 and is part of a small group of nurseries operated by The Island Day Nursery Ltd. The nursery opens weekdays from 7.45am until 5.45pm for 51 weeks a year. The nursery receives funding for the provision of free early education for children aged two, three and four years. The nursery employs 22 members of staff, 17 of whom work directly with the children. Three members of staff hold BA (Honours) Degrees in Early Childhood Studies and 14 members of staff hold appropriate early years qualifications at level 3 or above.

Information about this inspection

Inspector
Tara Naylor

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The managers and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024