

West Wight Nursery

Summers Lane, Totland, Isle of Wight, PO39 0HQ

Inspection date	22/08/2013
Previous inspection date	22/06/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Highly varied and stimulating environments, resources and activities promote children's learning extremely well in all seven areas of learning.
- Excellent staff interactions and effective teaching techniques ensure that all children's future learning steps are identified and monitored exceptionally well. This means that children make very good progress.
- Partnerships for children's learning with parents and external agencies are highly valued. Therefore children's individual needs are met extremely well and systems for early intervention and support are robust.
- Children are able to make choices in their learning and have a strong awareness of safety. Babies feel very safe because they have very warm bonds with the extremely caring staff that look after them.
- Management and leadership of the nursery are exceptional. Staff are very proud of the nursery. Parents are very positive about the care and learning that their children receive.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children in their play and interacting with staff.
- The inspector had discussions with the manager, staff, committee members, children and parents.
- The inspector undertook a joint observation with the manager of the nursery.
- The inspector read and took account of the nursery's self-evaluation form.

Inspector

Hannah Hornig

Full Report

Information about the setting

West Wight Nursery registered in 2008. The nursery operates from its own purpose-built premises in the grounds of St Saviour's Primary School, on the Isle of Wight. Children have access to a light sensory room indoors and enclosed play and various nature areas outside. The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. It is open for 50 weeks of the year each weekday from 7.30am to 6pm. During the school term a breakfast club and after school club operate within these hours. In addition a play scheme runs in the school holidays. There are currently 55 children on roll with an additional 24 children attending the out-of-school care.

There are currently 21 members of staff, 18 of whom work directly with the children and hold appropriate early years qualifications. Two members of staff have an Early Years Foundation degree and continue to work towards qualifications. Two members of staff have a BA Hons in Early Years Education. The nursery receives funding for free early education for children aged two, three and four years. The nursery supports children with English as an additional language and those with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- enhance opportunities for children with more opportunities to learn about numerals outside.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are extremely happy, active and eager to join in and have fun as they learn. They benefit from the extensive grounds and an extremely wide range of stimulating resources and activities which provide them with rich and imaginative experiences. Exciting cosy book dens and play areas promote children's learning and development effectively across all seven areas of learning. Children's critical thinking and problem solving skills are extended because staff ask open questions. For example, during an activity to prepare potatoes staff ask questions, such as 'how can we?' and 'why?' As a result, children are highly engaged and well supported in a discussion about all the different ways to cook and eat potatoes. As a result, they develop very strong language skills, and confidently use

speech to share their feelings, thoughts and ideas.

The nursery staff work very hard to promote children's swift progress from their starting points. Staff skilfully encourage the robust development of children's personal, social and emotional development through group sessions. They value children's comments and respond to their ideas, for example, by carefully arranging carrot stems in a vase when a child suggests their mummy likes them in a flower pot. As a result, children know that their thoughts and ideas are fully valued in the nursery, and this helps them to feel very secure.

All staff use visual signs consistently to help children develop their understanding of language particularly in relation to mathematics indoors. However, staff do not provide as many varied opportunities for children to explore numerals in the outdoor area. During a singing and music session staff provide visual reminders for numbers and creatures. Younger children join in with actions as the staff sing songs spontaneously in their play which also extends their communication skills. Parents are fully involved in the Every Child a Talker programme. Staff help parents to learn signs that children use, so that they can support and extend these activities at home. Children's communication development is enhanced because their parents are able to continue the work of staff. Staff work very closely with parents to support all children's language development. For example staff explore children's home languages with parents, to ensure that they use them in the nursery. This means that children who speak English as an additional language are able to use their home language as a secure basis to develop their understanding of English.

Staff help children to be curious in their learning. A visit to the copse encourages children to consider animal habitats, identify different animals and where they might live. Children are confident to actively explore the outdoors and show delight in finding lots of soft toy woodland creatures 'hiding'. Children delight in finding a tiny insect and exclaim 'it's not dead' when it moves, tracing its path along a log. They are confident make connections and think critically, They are aware that the creature has moved and what this means. Images of different communities and links with a South African school further support children to develop a very good understanding of their wider world.

Staff demonstrate an excellent understanding of the learning and development requirements for the Statutory framework for the Early Years Foundation Stage. Settling in sessions and moves between rooms are well supported which help children to settle quickly and confidently. Children are content and as a consequence they learn effectively. Meticulous planning ensures children are provided with a wealth of engaging experiences including working on the allotment and collecting eggs from the chickens. Staff also provide activities based on individual interests and regular assessments and plans are easily adapted to respond to children's needs and wishes. For example, staff make sure that they take a child to the ball pool as they have asked for this specifically. The quality and style of assessments are consistent throughout the nursery. Playrooms and the outdoor area are carefully planned and thoughtfully organised, to ensure that a wide range of experiences are on offer for children to choose from, that respond to children's needs. This means that children are able to become deeply involved in activities.

Staff actively encourage parental involvement. They gather lots of information from

parents about the children when they start and meet regularly with them. Parents are encouraged to make written contributions to reports which include information about supporting their child's development at home. Staff use the progress check at age two to inform parents of their child's communication and language development, personal social and emotional development, and physical development. Wall displays and a screen in the entrance show photographs of children engaged in activities. Consequently parents are fully involved in their child's learning. Staff know all the families exceptionally well and offer support and advice. In addition, staff have filmed themselves reading stories to demonstrate to parents how to promote language development. Parents use these films to continue the excellent work of staff at home and children benefit highly from this continuity between the nursery and home. As a result, their communication and language skills are developing very well. The nursery is working with an organisation called Short Breaks to provide weekly sensory activities and access to the light sensory room for children with disabilities or complex health needs. This means that the individual needs of all children and their families are fully considered, and met very effectively.

The contribution of the early years provision to the well-being of children

Children are exceptionally secure emotionally as they form deep bonds with their key person and all staff. Babies approach staff if they want a cuddle and older children confidently share their thoughts and express themselves freely. Extremely effective partnerships with parents ensure information is shared openly for the benefit of all children. This enables the staff to meet the individual needs of the children at all times.

The staff are highly skilled and sensitive to provide children with a strong base for their developing independence and exploration. They offer constant individual encouragement to children by showing genuine interest in things that children see and do. For example, when children are preparing the allotment vegetables for a stew, staff ensure children have all the time they need and can all access the equipment to get the most out of the activity.

All resources are high quality and accessible to children. Resources promote learning and challenge in the indoor and outside environment for a range of abilities. Children move freely around the play areas revisiting activities as they wish. As children know that their opinions and wishes are fully valued in the nursery, they are fully motivated to use resources they choose.

Staff make the children's safety their highest priority. Staff extensively support children's understanding of how to keep themselves and others safe and manage risks. Younger children are reminded to be careful when banging hard on a drum. Older children know to ask for help when climbing onto a tyre swing, and that nettles and brambles will hurt them. Outside, children place flags to warn others of dangers. The children confidently explain that 'flags go in dangerous places' as they assess the risks of play areas themselves, carefully supported by staff. This demonstrates that children are extremely responsible about their own safety, and the safety of others in the nursery.

Children demonstrate an excellent understanding of the importance of a healthy lifestyle. Children have plenty of fresh air and exercise each day. Staff support them very well to understand why this is important through lively discussions about their own good health. Groups of children regularly run and jump safely in the indoor ball pool and babies can access a separate enclosed garden to exercise their large muscles and develop their physical skills rapidly. Children efficiently put on sun hats because they do not want to get burnt outside, demonstrating that they clearly understand how to keep themselves safe and healthy. Children independently manage their personal hygiene supported by visual hand washing prompts and routines on the walls. Children enjoy their food and tuck in to healthy meals and snacks including fruit, water and milk at snack time. Staff encourage babies and young children to feed themselves from an early age. Children eagerly discuss their healthy choices, describing strawberries they are eating for example. They actively discuss that too much chocolate is not good for them, demonstrating their clear understanding of the importance for healthy foods.

Children have excellent opportunities to develop a sense of responsibility. Older children eagerly clear away plates at the end of lunchtime and put the chickens to bed at the end of the day. They respond enthusiastically to expectations that they will do things for themselves, for example a child is delighted after initially struggling to peel their own banana. These high expectations support their rapidly developing independence.

The effectiveness of the leadership and management of the early years provision

The nursery places a very high priority on children's safety and well-being. All staff complete child protection awareness and first aid training as part of their initial induction. As a result, staff fully understand their responsibilities to safeguard children and the procedures to take if they are concerned about a child. Fully embedded systems are in place to ensure that staff have formal opportunities to raise any concerns to the manager or other senior leaders. This promotes children's ongoing safety and well-being very well.

The manager is highly committed to her role, and motivating in her leadership of the nursery. She strives for excellence amongst her staff and morale is very high. This means that staff are enthusiastic, excellent role models and engage very well with children and parents. Recruitment procedures are extremely strong, so that children are cared for by highly qualified, motivated and vetted staff, to support their safety. Staff and students are fully informed as to the expectations of them regarding high quality interactions with the children which ensures the best outcomes for children.

Staff receive high-quality professional supervision. A highly successful peer mentoring programme is in place which identifies strengths and weaknesses in performance. Clear targets for improvement are put in place and these are monitored regularly. This promotes very good outcomes for children. Staff training and deployment is highly effective in meeting the needs of the children and in enhancing staff skills and knowledge. Children benefit from close supervision from staff. Staff are all very knowledgeable about their roles

and responsibilities, and this means that they meet children's needs at all times. Robust policies and procedures are overseen by the committee and are reviewed regularly. There are fully embedded self-evaluation systems to identify future targets for improvement. The nursery is extremely confident to highlight their strengths but has a clear focus on how to improve their practice even further. Parents, children and staff contribute to this evaluation through suggestions in written questionnaires. As a result, the management is able to make changes that have a very positive effect on all children in the nursery.

The nursery is highly proactive in promoting children's learning, for example in relation to children's communication and language, physical development and social relationships. As a result, children make excellent progress in these areas. Staff value parental contributions to extend their children's learning and actively work with parents, producing leaflets for parents in several languages. This means that all parents can understand how the nursery works to meet their children's needs. The special educational needs coordinator develops the use of visual signs with new staff and provides resource boxes to support children's sensory development. This thoroughly supports the swift development of all children, including those with special educational needs and/or disabilities. Extremely well organised systems are in place to determine children's individual starting points through discussions with parents and initial observations by staff. Children's needs are identified quickly because regular monitoring of their progress against all of the areas of learning takes place. Timely interventions, such as language enrichment groups, to support children are highly effective and thoroughly underpin children's excellent progress. Children's next steps are shared with parents regularly, with specific ways to help their child at home, so that they are part of their children's wider learning. Children benefit highly from these shared opportunities for learning.

Relationships with parents are very strong and supported by all staff, so that children benefit from excellent continuity in care and learning. Parents speak highly of the very good key person system and support from staff. They state that 'one of the differences about this nursery is that the staff interact with your children to settle them as soon as you walk in the room. You get interaction straight away and that is what you want.' These close relationships with parents support children's emotional security extremely well. Highly proactive partnerships with others, including speech and language therapists, make an exceptional contribution to meeting children's needs. There are excellent arrangements in place for staff to communicate with other settings about children's learning. Staff share information with feeder schools so that children move confidently on to their next stage of learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

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.

Setting details

Unique reference number	EY376941
Local authority	Isle of Wight
Inspection number	822285
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 12
Total number of places	72
Number of children on roll	55
Name of provider	West Wight Nursery
Date of previous inspection	22/06/2009
Telephone number	01983 752175

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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