

Queensberry Nursery

Inspection report for early years provision

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Inspection date	26/04/2010
Inspector	Arda Halls
Setting address	24 Queensberry Place, London, SW7 2DZ
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Type of setting	Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

The Queensberry Nursery is privately owned. It opened in 2006 and operates from five play rooms in a converted property in South Kensington in the Royal borough of Kensington and Chelsea. The school is accessible with four stairs leading into the building. The nursery is located over four floors with staircase access. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of 64 children under 8 years who may attend the nursery at any one time. The nursery is open each weekday from 8.00am to 6.00pm for 48 weeks of the year. Children share access to a secure enclosed roof-top play area.

There are currently 75 children aged from three months to under five years on roll. Of these, 25 children receive funding for nursery education. Children come from the local community. The nursery is able to support children with special educational needs and some disabilities and also supports a number of children who speak English as an additional language. The nursery employs 20 staff; sixteen of the staff are childcare staff, fifteen of whom hold appropriate early years qualifications. One member of staff is working towards a qualification. The nursery receives support from the local authority. The method of teaching used is children learning through play. Children who attend the nursery on a term basis are able to attend a play scheme within the nursery during school holidays.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a welcoming and generally secure and safe environment where they are valued as individuals. They are involved in a broad range of activities, which are linked to the Early Years Foundation Stage and are effectively planned according to the children's interests and capabilities. Frequent ongoing communication with parents and carers, together with the enthusiastic support they receive in their activities, contributes towards children making consistent progress in their learning and development. There are suitable methods in place for evaluating the quality of the provision, although risk assessments are not fully inclusive. Significant improvements have been made since the last inspection and the management and staff show strong commitment to continually improving children's learning experiences.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- continue to develop risk assessments to include walking on stairs, use of outside door in lower ground floor, assessing of outdoor communal play spaces, crossing of roads on outings and electrical wiring of dining room
- introduce a more effective procedure for preventing cross infection with

- regard to nappy changing and use of footwear in baby rooms
- devise an effective and confidential system for the assessing and evaluating of children's progress in order to inform the next stage of their learning.

The effectiveness of leadership and management of the early years provision

Children are successfully safeguarded because the staff are aware of their child protection responsibilities. They attend child protection training to ensure that their knowledge of reporting procedures and the possible indicators of abuse are kept up-to-date. All of the documentation and the written policies and procedures for the safe and efficient management of the nursery are in place. Risk assessments are routinely carried out on the premises and for outings; however, they do not fully identify all potential risks to children. For example, wiring in the dining area is secured with electrical tape and the grass communal play area is not checked for any hazards before children begin to play. The security of the nursery premises requires that exits are kept secured at all times to promote children's safety. On the day of inspection the door to the street on the lower ground floor was not closed.

There are well organised procedures in place to check that all staff are suitable to work in the nursery. Relevant background checks are undertaken and staff ensure that any person who has not been checked is never left alone with children. The majority of staff are trained to a minimum of National Vocational Qualification at level 3 and are awaiting further training when courses are available. Adults are deployed effectively to provide optimum support for children, particularly when they are escorting children on outings to the local parks and museums. However, the risk assessment for outings is not sufficiently detailed to highlight potential risks when crossing roads.

Recommendations from the last inspection have been fully addressed by a dedicated staff team. Both the staff and the manager have a positive attitude towards driving improvement. The manager has successfully stimulated the enthusiasm of the staff team and channelled their efforts effectively to work within the Early Years Foundation Stage framework. She uses the Ofsted self-evaluation format to ensure that systems are in place to evaluate the quality of the provision and identify key areas for development. The management and staff have a clear vision for the future and have taken many positive steps to improve outcomes for children. Profiles for children are systematically completed for children of all ages, although the next steps for children's development are not always effectively identified.

Staff know the children well as individuals and support their learning appropriately. Systems are in place for children with identified special educational needs and/or disabilities and those children who speak English as an additional language to ensure that they are offered fully inclusive care and learning. The Special Educational Needs Coordinator knows where to access support for particular needs. Children have a positive attitude towards people's similarities and differences through the examples set by a diverse and talented staff team and by

using a varied range of resources that reflect positive images of diversity.

Children benefit from the good relationships between the staff and their parents. Important information is displayed on notice boards in each room and parents have daily access to children's diaries with information about care routines and the activities the children have enjoyed. Good quality verbal feedback is also given to parents and key persons encourage parents to become involved in their children's education. Parents contribute observations of children's achievements at home as well as helping in creative development; for example, making bonnets for children during the Easter celebrations. Parents also become involved in their children's learning in other meaningful ways. For example, they visit the nursery to talk about the festivals that they celebrate such as Eid and help with reading to the children, supplying photographs and interesting accounts of outings for the children. Parents are keen to express their satisfaction with the nursery and frequently write to compliment the manager and staff on how they have cared successfully for their children. Staff make consistent links with primary schools to support children's transitions from the nursery and to enhance continuity in their care and learning.

The quality and standards of the early years provision and outcomes for children

Children's health and well-being is promoted effectively. A high standard of cleanliness is maintained throughout the nursery and both children and staff demonstrate a good understanding of effective hygiene routines. Regular hand washing, the use of anti-bacterial cleanser by visitors and effective arrangements for cleaning furniture and play equipment all contribute to protecting children's health. However, outdoor shoes are used in the baby room where children are crawling about on the floors. Staff are efficient and caring during nappy changing and take care to dispose of nappies quickly and hygienically as well as cleaning the changing mat thoroughly. However, they do not change their disposable gloves between nappy changes. The staff are knowledgeable about children's medical needs, allergies and special dietary requirements. Children are encouraged to eat healthily and are offered a range of fruit for snacks and nourishing freshly cooked meals at lunchtime. There are regular opportunities for children to enjoy fresh air on the patio roof garden and frequent opportunities to walk and exercise in local parks and gardens when there are sufficient adults to ensure safe ratios are maintained. As a result, children develop their coordination and control of their bodies. They confidently play with balls and use imaginative play equipment such as parachutes to play group games on the lawn. They enjoy this play and squeal with delight as the staff lift the nursery parachute high above the children and let it gently cascade over them.

Through practising the emergency evacuation procedure children learn what to do in the event of a fire. They also develop an understanding of keeping themselves healthy and safe by discussing why they must wash their hands and how germs spread. Children are escorted in well organised groups as they walk up and down stairs within the nursery. However, hand rails at children's level are not in place on all staircases.

Children are warmly welcomed into the nursery on a daily basis. They enjoy visiting the nursery office and are made to feel at home as they talk freely with the manager and personal assistant relaying confidently how they travel to the nursery. They take pride when telling the manager the number of the bus in which they travel. The staff are sensitive and supportive which contributes to children's rapid settling in the nursery. Children's routines are respected which means their individual needs are well catered for. Key persons know their children well and they strive to assess their individual needs with care and consideration. Staff develop the children's knowledge and understanding of colours, shapes and textures and strive to employ open ended questioning to encourage interesting answers when exploring malleable and sensory materials.

Babies investigate natural materials and everyday items within treasure baskets and staff allow them to make sense of objects in their own time and in their own way. An interesting variety of opportunities are provided to develop children's vocabulary and language skills. However, the books stored within reach of the children in some rooms are not well displayed. Consequently, children are not encouraged to make full use of books and story times.

The staff understand that children have different learning styles and ensure that a full range of activities linked to the Early Years Foundation Stage are offered, both indoors and on outings. Children have fun and an interesting time visiting the dinosaurs in the local museum or playing games on the lawn.

Children in the pre-school room learn the meaning of writing as they sign their names on the signing in chart every morning. Children independently access resources that develop their knowledge of technology; for example, when they learn to use a mouse to click and drag the cursor on the computer screen and confidently describe what they are doing. They develop good hand and eye coordination as well as good listening skills as they make decorated boxes incorporating their own imaginative ideas into the creations. Staff are particularly skilled at questioning the children to encourage and promote problem solving skills. Children thoroughly enjoy making glitter name cards to use at their graduation ceremony when they say goodbye to the nursery for the last time. They play cooperatively by sharing and taking turns and are successfully developing the necessary communication, numeracy and technology skills for their future economic well-being.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met