

# Queensway Children's Centre Daycare

Inspection report for early years provision

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**Unique reference number** EY397870  
**Inspection date** 03/06/2010  
**Inspector** Kathryn Margaret Clayton

**Setting address** Binbrook Way, Queensway, Grimsby, North East  
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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).

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## Description of the setting

Queensway Children's Centre Day Nursery was registered in December 2009 and opened in February 2010. It is based within a children's centre located in a residential area of Grimsby and adjacent to the local primary school. The children's centre provides a base for health visitors and community support workers. The setting provides crèche facilities for parents who are attending training. It is run under the organisation of Four under Fives Ltd. It is registered to care for 42 children in the early years age group and is registered on the Early Years Register. It receives funding for providing nursery education places and there are currently 19 children on roll. Children have the use of two play rooms and two secure outside play areas. The setting is open from 8am to 6pm every weekday all year around, apart from bank holidays and Christmas week. The nursery cares for children who speak English as an additional language. There are seven staff employed who all hold a relevant qualification.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff provide a caring and interesting environment where they recognise and meet children's individual needs. This helps all children to progress steadily in their learning and development, although there some weaknesses in the educational provision. Good safeguarding procedures promote most aspects of children's welfare. The setting develops close relationships with parents, where information is shared. They are aware of the importance of developing close links with other providers children attend, to help children progress. Management and staff consider the strengths and areas for development within the nursery and take appropriate action to improve the service provided for children.

## What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- complete a risk assessment for the individual outings undertaken (Safeguarding and promoting children's welfare). 17/06/2010

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

- improve the opportunities for older children to develop their information and communication technology skills
- develop further the outdoor areas so children can access the Early Years Foundation Stage through outdoor play.

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

The provision has a full range of good quality policies and procedures that are understood by staff and support the smooth running of the setting. Key staff have undertaken safeguarding children training and understand the signs and symptoms that would cause them to be concerned about a child's welfare. The appointment procedures and checking systems ensure all staff are suitable to work with children. Induction and ongoing supervision helps to support staff in their roles. The areas used by children are risk assessed and staff undertake daily safety checks before children attend. However, individual outings, such as a local walk, have not been risk assessed and this is a breach of requirements and may have an impact on children's safety.

Children's playrooms are very spacious and bright with attractively displayed children's work. Children use the space confidently and play with a wide range of good quality resources which are all easily accessible to them. Children are encouraged to be careful with resources and enjoy very good freedom of movement indoors, although, the range of activities available within the outdoor areas is limited and does not fully promote children's learning. Management have a good attitude towards ensuring ongoing improvements in the nursery. They have considered the strengths and areas for development and have worked hard to provide a welcoming atmosphere where children are happy to attend. Staff undertake some ongoing training, for instance, in the delivery of a 'letters and sounds' programme.

Children take part in some activities which raise their awareness of our diverse society. They also have access to a suitable range of books, dressing-up clothes and play food. Management work with parents of children who have English as an additional language to help them settle into the nursery. The setting works closely with other agencies, and is starting to develop links to the adjoining primary school when children attend both settings. Parents are given very useful and comprehensive information when they enrol their children. This includes details of the Early Years Foundation Stage. Information is shared with parents in a number of ways, including a daily diary for babies, daily discussions, displayed notices and through access to their children's learning journeys, within the playroom, at any time.

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

Staff use children's interests to plan a suitable range of activities that children enjoy and help them make steady progress. Staff record children's achievements through useful learning journeys which identify the next steps that will help them to progress. Children are well supported by the caring staff in this friendly nursery. This helps them to be confident, work together in small groups, learn to share and help each other. There is a suitable balance of adult-led activities and child-initiated play. One example of an adult-led activity is when children listen carefully

and join in with a 'letters and sounds' session, which starts to develop their early literacy skills. Staff use incidental play opportunities to help children learn; for example, as children play with water and containers they are encouraged to say whether their containers are full or empty. Children are encouraged to count as they build with bricks and are challenged to think about how many bricks they will have if they put on one more.

Children's behaviour is very good because staff are positive and consistently reinforce appropriate behaviour with praise and encouragement and, sometimes, stickers as rewards. Children learn to notice changes as staff involve them in activities, such as making their own play-dough and baking. Babies have good opportunities to be active as they access a range of soft play equipment, and older children have the opportunity to use some of the schools outdoor climbing equipment which offers them a physical challenge. Children enjoy opportunities to explore their senses as they play in sand, water and pasta and feel different textures and natural materials. Although babies and toddlers have some equipment that helps to develop their early technology skills there are few resources that challenge older children.

Staff teach children about how to manage their own safety and this helps them to move safely and confidently around the playroom. For example, staff talk to children about the importance of mopping up any spilled water from the floor to make sure they can walk safely. Children learn about the importance of a healthy lifestyle as they are encouraged to wash their hands at all appropriate times. Children use antibacterial gel on their hands before eating a snack, and learn to brush their teeth after eating. Children are able to choose their own snack options from items, such as cheese biscuits and raisins. They learn about the importance of wearing hats and having sun cream applied to their skin during sunny weather.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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### Outcomes for children in the Early Years Foundation Stage

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

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