

Queensbrook Childrens Nursery

Inspection report for early years provision

Unique reference number

EY430878

Inspection date

18/04/2012

Inspector

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Type of setting

Childcare - Non-Domestic

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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

Queensbrook Childrens Nursery was registered in 2011 and is privately owned. It operates from a business park close to the centre of Bolton. The nursery serves the wider area. There is an enclosed area available for outdoor play. The nursery opens Monday to Friday for 51 weeks of the year. Sessions are from 7.30am until 6pm and children attend for a variety of sessions.

The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register to care for a maximum of 47 children at any one time, of these, no more than 15 maybe under two. There are currently 20 children attending who are within this age range The nursery provides funded early education for three- and four-year-olds. The nursery supports children who speak English as an additional language.

The nursery employs eight members of childcare staff, all of whom hold appropriate early years qualifications. These include three staff with the early years professional status award, the early years degree and the early years in childcare at level 4. Three of the other staff have qualifications at level 3, one at level two and one is unqualified. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare, learning and development in the Early Years Foundation Stage is fully supported by staff. Children are well cared for in a safe, secure, inclusive and welcoming environment. Consequently, they make good progress in their development and learning. Staff have a good understanding of equality of opportunity and inclusive practice is carefully promoted. There are strong relationships between staff, parents and carers. The leadership team are focused on improving outcomes for children. Effective systems are in place to ensure the ongoing development of the quality of the setting and to drive improvement.

What steps need to be taken to improve provision further?

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

- extend the use of next steps in learning and use these rigorously to inform planning to provide personalised learning, development and support
- develop a culture of reflective practice, self-evaluation and informed discussion to identify strengths and priorities for development to further improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

Children are well protected as there are clear, detailed safeguarding procedures and staff have a good understanding of their responsibilities in protecting them. The nursery has effective security protocols both for accessing the building and the monitoring of children in the rooms. For example, vehicle entry to the nursery is through controlled intercom barriers and there are security cameras in each of the rooms. Detailed risk assessments and daily checks are carried out in all areas. Safety is a high priority of the nursery including safety equipment, routines and effective fire evacuation procedures. All required policies, procedures and records are in place and carefully maintained.

The nursery is proactive in promoting diversity through world celebration activities, settling-in procedures, posters, photographs and resources. This ensures all children have their welfare needs met and achieve as well as they can. The setting is very well equipped and provides a fully stimulating experience. The outdoor area offers a play environment that is exciting and welcoming. For example, continuous play provision is always available and the resources offer exploration of natural substances, mark making, quality physical development equipment and play houses.

Parents and carers are provided with quality information about the early years provision. For example, they have access to the nursery policies and an extremely wide range of information folders and displays that detail many varied aspects of children's care, health and learning. They are effectively encouraged to offer feedback about the nursery through questionnaires, access to the website, social network sites and daily communication dairies. Parents provide positive comments in relation to the range of good play experiences and learning opportunities their children receive. Staff work closely with other agencies and early years professionals, where appropriate, to secure children's inclusion and ease important transitions in their young lives. This ensures consistency and continuity is promoted for children.

Staff at all levels engage in evaluation and reflection of their practice and their ideas are encouraged and supported. However, the evaluation process is developing and not yet fully embedded. The owner plays an active role in promoting quality practice through her senior role with Bolton Alliance of Early Years Professionals. There are regular staff meetings and training opportunities for example, two members of staff have recently completed the higher level safeguarding training. These positive training experiences ensure better outcomes for children's welfare.

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

Children's learning is successfully promoted as the staff have a good knowledge of the Statutory Framework for the Early Years Foundation Stage. Planning and

assessment systems are focused on individual children's learning and development. Observations of the children's progress are used to inform planning and all areas of learning are addressed within the planning. However, at times there are inconsistencies in following through some children's next steps of learning.

Children are happy and settled at the nursery. The learning environment overall effectively supports children's progress towards the early learning goals. Staff are warm and caring, providing positive interaction between themselves and the children. Children's communication skills are promoted well as staff and children hold detailed conversations about the activities they complete. For example, children recognise living things in the outdoors and skilfully talk about taking care of the snail so it becomes big and strong. Their communication skills are enhanced by the wide use of imaginative print and pictorial aids. A very strong sense of self and belonging is promoted throughout the nursery. The nursery has an extensive variety of photographs of the children undertaking activities, brought from home, both in books and on display. This is enhanced by discussions of their individual family photo books.

Babies and toddlers explore texture and touch as they use natural and home-made resources. All children are actively involved in both planned and spontaneous role play, circle time, stories and rhymes. They have the opportunity to undertake a wide variety of creative activities. For example, children actively make colourful prints for the wall display of themed work based around Spring. They confidently observe numbers in their environment and develop concepts of numbers when they explore counting in their play as well as during routine activities. For example, children walk around the area looking for numbers which they use to recognise in the books. Children are learning good social skills as they help to set out the tables and independently serve their own portions of tomato soup. At group time number rhymes and recognition are promoted. Visitors to the nursery and visits to the local and surrounding area extend children's learning about their world and community. They visit the local parks and babies enjoy feeding the ducks by the pond. Visits by the police increase their understanding of people who help and promote safety.

Children are learning good social skills as they behave appropriately for their age. They are learning to share and cooperate with each other and respond well to the setting's behaviour rules. Strong relationships with the staff help children to feel safe and secure in their surroundings. They learn about possible dangers and how to keep themselves safe through routines and activities, such as safely using the scissors and general safety on outings to the park. Good hygiene practices across the nursery help to minimise the risk of spreading infection. Physical skills, confidence and well-being are enhanced as the children enjoy extensive outside play and activities. The nursery use healthy eating guidance to prepare a range of freshly cooked wholesome foods and fresh fruit throughout the day. Children's dietary needs are strictly adhered to. Activities are planned to support children's understanding of healthy living. For example, children regularly take part in projects around healthy living and use toothbrushes after lunch to maintain good oral health care. Meal times are informal, allowing staff and children to converse and interact. Children's behaviour is very good and their self-esteem is reinforced through lots of praise. Children feel safe due to the staff's informed approach to enable children to take manageable risks and to assess what is safe. They respond

well to staff instructions when exploring. Children demonstrate a safe understanding of the outdoor boundaries and using equipment and tools safely indoors.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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

The quality of the provision in the Early Years Foundation Stage	2
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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	2
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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