

Queen's Park Community Nursery

Inspection report for early years provision

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Inspector	Vicky Wills
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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

Queens Park Community Nursery opened in 2002. It is one of a chain of settings provided by The London Early Years Foundation, a voluntary organisation. The nursery is situated in self-contained premises in the grounds of Westminster Adult Education College in Queen's Park, in the City of Westminster. It serves the local community and reserves some places for the college. Children use a number of rooms dependent on their ages. Rooms are situated on two levels and a sensory room is also provided. Children have access to an enclosed garden.

The nursery is registered on the Early Years Register to care for 42 children in the early years age group, of which 12 children may be under two years. There are currently 47 children on roll. The nursery is funded to provide some free early education for children aged two, three and four years. The nursery provides care for children with special educational needs and/or disabilities and children learning English as an additional language. The nursery is also registered on both the compulsory and voluntary parts of the Childcare Register. It is open from Monday to Friday from 8am until 6pm all year with the exception of a week at Christmas.

There are nine staff members who work with the children, all of whom hold relevant qualifications; one holds an early years degree.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are settled, happy and confident within this welcoming and inclusive nursery. Consequently, they make good progress in their learning and development. Children's welfare and safety are promoted through effective recruitment processes and a good level of support provided by staff ensure children's confidence within the nursery. Children use a generally well-thought out and supportive environment. Staff make good use of various evaluation methods to pinpoint accurately what needs improvement. They demonstrate the capacity to sustain ongoing improvements that enable them to achieve and maintain good quality outcomes for children.

What steps need to be taken to improve provision further?

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

- improve further children's ability to take responsibility by encouraging them to join in by helping with manageable tasks that interest them, such as serving themselves food and drink

- develop further the learning environment to give children more frequent opportunities to gain increasing control by using equipment to promote their physical development.

The effectiveness of leadership and management of the early years provision

Staff demonstrate a good understanding of safeguarding procedures, which they implement well to protect children within their care. Effective recruitment procedures mean that all staff have undergone suitable Criminal Record Bureau checks and they undertake additional training to promote a safe environment for children. The manager, along with the health and safety officer, carry out effective risk assessments and staff understand their responsibilities in reporting any concerns to the central office.

The management team receive good support from the parent company. For example, staff undertake relevant early years qualifications and are encouraged to gain higher qualifications, such as the early years foundation degree. The nursery's self-evaluation process identifies the good work that is occurring and well considered plans for further developments are in place. Use of external audits, setting of pertinent action plans and using the Ofsted self-evaluation form, all contribute to the successful self-evaluation process. This promotes good outcomes for children.

Partnership with parents is strong; children and parents feel a sense of involvement within the nursery through regular conversations about children's development. Parents contribute their views on the nursery provision. They receive welcome advice from nursery staff and other professionals on how to best support their children's progress. Effective communication with parents means they understand how the nursery works and staff encourage parents to take resources home to extend their children's learning. This provides continuity of care of children.

Wider partnerships work successfully. Professionals from speech and language services play an important role in helping staff to provide good support for children with additional needs. Inclusive practice is a strong aspect of the nursery's ethos. Children from varying backgrounds and of differing abilities receive a warm welcome. Staff understand the importance of working with such professionals and do their utmost to support all children to ensure they receive appropriate support. Staff have high expectations for all children, including those learning English as an additional language and those with additional needs. As a result, all children make good levels of progress in relation to their starting points.

The staff work closely as a team; they regularly support each other by covering in different rooms and working together to meet children's needs. Consequently, children benefit from this effective deployment. Children use a generally wide range of appropriate resources that are of good quality and durability, and which support their learning and development well. However, daily choice of resources to support physical development is somewhat restricted.

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

Children are happy, confident and engaged in their learning both indoors and outdoors. They use good resources to develop their communication, numeracy and investigation skills. Children make good progress in their development in most aspects of their learning. Adults support children's learning by being close by and listening carefully to what children say. They provide good support for children's interests to help them explore. Staff respond well to children's short-term interests, such as when they notice different people working nearby. Staff immediately provide children with similar equipment to play with and support their subsequent learning well by playing alongside them. Children's development is planned for well, using the key person's knowledge of the individual children, together with observations, parents' comments and feedback from the children themselves. Staff have good knowledge of children's development levels. As a result, they are able to identify children's learning and development needs quickly and efficiently.

Children enjoy a stimulating balance of adult-led and child-initiated activities, which keep them purposefully engaged and eager to learn. Children happily select equipment and resources, which help them become independent learners. They enjoy pouring their own drinks and serving their own meals when given the opportunity, however, staff do not operate this system consistently across the nursery. As a result, some children are not always encouraged to take as much responsibility as possible. Children behave well; they are calm and respond well to staff who act as positive role models. Staff speak in a calm manner and listen to children's requests carefully. Children demonstrate high levels of confidence and patience, understanding staff expectations. Staff respond well to any brief instances of unacceptable behaviour and quickly intervene to support children's understanding of sharing and working together. Children clearly feel safe in the nursery. They recognise dangers and learn, for example, to put their chairs in after mealtimes to prevent accidents occurring.

Children learn to respect each other's differences. Staff value their individual ideas and preferences, and include their views when planning activities. The nursery's chef also responds to children's ideas when planning menus, which gives children a good sense of belonging. Children clearly feel very secure in the nursery environment under the protection of staff. They are confident in the presence of visitors and happily talk about what they are doing.

Children progress well in learning how to live a healthy lifestyle. Older and more capable children recognise when they need to use a tissue and know how to dispose of it for themselves. Older children make their own decisions about when to play outdoors. They are keen to go outside where they enjoy planting activities and growing vegetables. Eventually, they eat these and as such they begin to learn about the growing cycle. In addition, staff teach children the fundamentals of sustainability. This positively supports children in developing skills for the future.

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

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