

Queens Park Academy Community Nursery

Marlborough Lower School, Marlborough Road, BEDFORD, MK40 4LE

Inspection date

28/01/2013

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- The individual planning for each child is a key strength. This means that children's needs and interests are actively used to inform a wide range of activities that engage children and promote their learning in all areas.
- Practitioners have a thorough knowledge of the Early Years Foundation Stage and of how children learn. They therefore make good use of opportunities to promote children's learning and development through play, discussions and activities.
- Children are happy, secure and keen to explore and learn. Their behaviour is good and they make independent choices about their play and resources. This supports them in developing a positive attitude to learning.
- Practitioners sensitively encourage children to interact appropriately. They support them in forming friendships and participating in discussions. Children's language, social and communication skills are therefore well promoted.

It is not yet outstanding because

- There is further scope to develop the assessments to make greater use of updates from parents, in order to enhance activity planning.
- Snack and lunch times are not consistently used as opportunities to develop older children's independence.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in both main rooms and the outside area.
- The inspector held meetings with the manager of the provision and the head of early years for the Queens Park Academy.
- The inspector talked with children present.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of practitioners working within the setting, the provider's self-evaluation form and a range of other documentation.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Kelly Eyre

Full Report

Information about the setting

Queens Park Academy Community Nursery was re-registered in 2012 on the Early Years Register and the compulsory part of the Childcare Register. It is situated within the children's centre in the Queens Park area of Bedford, and is managed by the Queens Park

Academy. The nursery serves the local area and is accessible to all children. It operates from two main rooms and there is a fully enclosed area available for outdoor play.

The nursery employs six members of childcare staff. Of these, two hold appropriate early years qualifications at level 2, and four hold level 3 or above. The nursery opens Monday to Friday, all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 74 children on roll who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language and children 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 the assessment procedures by making full use of updates from parents about their child's learning and development at home
- develop the practice with older children at snack and lunch times so that these can be used to further promote children's independence.

Inspection judgements

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

Children are consistently offered appropriate support because practitioners know them well and have good procedures to gather relevant information from their parents. This contributes to children being secure, enthusiastic and approaching their play and learning with positive attitudes. Practitioners have a confident knowledge of the Early Years Foundation Stage. Teaching techniques are therefore strong and children are encouraged to develop their own play, but are offered support when needed. For example, children choose a 'mix and match' picture book and have time to explore this before being joined by a practitioner. They are then encouraged to name the animals and make up names for the mixed animal pictures.

Practitioners use their knowledge to support children in developing the skills necessary to learn effectively now and to achieve well in the future. They encourage children's positive approach to the setting up and development of activities, promoting their active involvement and participation. For example, when children ask to use scissors, a practitioner encourages them to set out the appropriate resources on the table. Children become engrossed in cutting their paper, adding further resources, such as pens and tape,

and going on to make bracelets and pirate hats. The thoughtful consideration of resources means that children are offered creative play opportunities. For example, children who appreciate playing in the outdoor environment particularly enjoy exploring the newly introduced 'mud kitchen'. They enjoy digging the mud, playing with it on the table and placing it in the colander and other kitchen implements. Activities such as this develop children's creative and problem-solving skills and their knowledge of space and measure.

Children are supported well in developing their language and communication skills. For example, they enjoy participating in discussions and are encouraged to listen to others and take their turn to speak. Children who speak English as an additional language are supported in understanding and acquiring new vocabulary. They therefore make good progress in using English and in their overall development. For example, practitioners use picture prompts and a visual timetable to support children's early communication, building their confidence to extend this.

Children's starting points are clearly assessed, using a range of information from parents and also that gathered during practitioners' assessments. This information is used to inform the initial planning and to monitor children's progress. The setting's good communication procedures mean that parents have opportunities to share daily news about their children and regularly view their child's assessment files. The weekly planning is also displayed so that parents are informed of current activities and can extend their child's learning at home. However, the assessment procedures do not take full account of all updates from parents about how their child has been learning and developing at home. Consequently, practitioners are not able to include this full range of information in their planning and so promote children's development to the optimum.

Individual weekly planning is good for each child and incorporates their current interests and needs. This means that they are offered activities and resources that engage them, promoting their development in all seven areas of learning. Thorough tracking procedures enable practitioners to check that children are making good progress in relation to their starting points. They seek additional help whenever needed so that they are able to promote the progress of all children towards the early learning goals. Practitioners work well with children who have special educational needs and/or disabilities. They ensure that children are supported throughout the session and can therefore participate meaningfully in the activities and play opportunities.

Children are offered a wide variety of opportunities that promote their physical development. For example, they manipulate puzzle pieces and learn to use writing implements, such as pencils, pens and chalks. They also develop their skills in balance and coordination as they participate in music and movement sessions and use large play equipment. Children have good opportunities to learn about their community and the wider diversities of society. For example, they help make their own information sheets containing photographs and details of their family and important people in their lives. These are accessible and children enjoy sharing them with others, promoting their early awareness of different family compositions and traditions.

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

The well-implemented key person system supports the setting in working with families and helps to ensure that all children are secure and form strong relationships with practitioners. The conscientious monitoring of children means that practitioners can check that they are happy and are making good progress. Children are supported well in exploring their environment and expressing their views and preferences. This helps them develop essential skills and a positive approach to learning, preparing them for the transition to school.

Children's self-esteem is promoted as they are sensitively supported and are praised for their efforts and achievements. They work well together and enjoy taking on responsibility. For example, older children often take younger children by the hand and help them with the routine at snack and group times. New children quickly settle because practitioners work with parents to gather information about their needs and routines. These are then taken into account throughout the day. For example, younger children sleep and feed according to their home routines. Children's transitions within the setting are well managed as the ethos of the nursery is to integrate children in mixed age groups throughout the day. The continuous careful monitoring of this practice means that practitioners are always on hand to support the younger children whenever needed and ensure their safety in all areas.

Practitioners act as good role models, showing children that they genuinely care for and respect all. Children respond to this positive approach, behave well and are learning to value and respect the needs and feelings of others. Children are well supported in developing their self-care skills. For example, they independently fetch their coats from their pegs and put these on before going outside. However, although children are involved in some of the preparation and serving at tea time, similar opportunities to promote older children's independence at snack and lunch times are not consistently used. For example, they do not help to prepare the snacks and are not involved in serving the main meal.

Children are gaining a good understanding of the importance of healthy lifestyles. For example, they learn about the effects of exercise as they feel their heart beats before and after exercise, noting the increased rate. They also talk about the importance of warming up and stretching before exercise and then of warming down following this. Good daily practice supports children in gaining a good understanding of safety issues. For example, they help carry out the daily risk assessment of the outdoor area.

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

The manager is conscientious and sets high standards for the setting. Her thorough self-evaluation takes into account the views of practitioners, children and parents. This helps to ensure that there is a representative overview of the setting's work. The manager prioritises and implements practical changes that improve the provision for children. For example, recent changes include the development of the outdoor area in order to offer children further play opportunities and experiences. The manager uses thorough systems for monitoring staff performance and promoting professional development through

training. This is implemented through formal annual appraisals and ongoing supervision.

Information from children's assessments contributes to the thorough procedures to monitor their progress and ensure that this is promoted throughout their time at the nursery. Practitioners are experienced in liaising with other professionals in order to support children and their families. There are good procedures to support partnership working with other providers caring for the children. For example, they use a communication book to exchange information with childminders. Good partnerships with parents mean that children's care is consistent and their development is promoted. Parents are kept well informed of their child's progress, for example, through daily discussions and termly consultation events.

Children's welfare is prioritised and is supported by the setting's comprehensive safeguarding procedures. The manager and practitioners demonstrate a good awareness of their role and work well in partnership with families and external agencies. They have attended relevant training and have a thorough knowledge of safeguarding issues and the procedure to follow should they have any concerns about a child. The suitability of all practitioners is well considered and robustly checked. Practical risk assessments and ongoing safety checks ensure that the nursery is safe and hazards are minimised or removed. This contributes to children's enjoyment and means that they have a positive experience of childcare that forms a sound base for their future learning.

The Childcare Register

The requirements for the compulsory 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. 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	EY451998
Local authority	Bedford Borough
Inspection number	811622
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	26
Number of children on roll	74
Name of provider	Queens Park Academy
Date of previous inspection	Not applicable
Telephone number	01234 261703

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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 that are usually their 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

