

# Queensway Children's Centre Daycare

Binbrook Way, Queensway, Grimsby, North East Lincolnshire, DN37 9AT

<b>Inspection date</b>	01/02/2013
Previous inspection date	03/06/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>3</b>
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision is satisfactory

- Children enjoy their time at the nursery. Staff know their key children well and work positively with the parents to support their care.
- Children learn how to keep themselves safe through appropriate stories and activities.
- Recent progress made is beginning to impact on improving practice in care, learning and development for children.
- Future plans are well-targeted to maintain improvement over time.

### It is not yet good because

- Children attending the creche do not have an assigned key person, which limits their opportunities to establish secure attachments.
- Resources and some parts of the learning environment are not always organised effectively to extend and enhance children's learning, particularly in the baby room and the outside area.
- There is room to improve partnerships with the other settings children attend, and to make self-evaluation more effective, so that the overall quality of the setting is raised.

## 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.

## Inspection activities

- The inspector observed activities in the playrooms and garden.  
The inspector had a prolonged discussion with the managers and sampled
- documentation, policies and procedures and records, including evidence of staff suitability.
- The inspector took into account the views of parents spoken to on the day.
- The inspector and acting manager undertook a joint observation and discussed this.

## Inspector

Elisabeth Wright

## Full Report

### Information about the setting

Queensway Children's Centre Day Nursery was registered in December 2009 on the Early Years Register. It is based within a children's centre located in a residential area of Grimsby, North East Lincolnshire, and is adjacent to the local primary school. The children's centre provides a base for health visitors and community support workers. It is privately managed by For under Fives Ltd. The nursery serves the local area and is accessible to all children. It operates from two playrooms and there is a fully enclosed area available for outdoor play.

The nursery employs seven members of childcare staff. All of whom hold appropriate early years qualifications; one holds Early Years Professional Status, three hold qualifications at level 3 and three at level 2. The nursery opens Monday to Friday all year round apart from bank holidays and the week between Christmas and New Year. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 51 children attending who are within the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children with special needs and/or disabilities.

### **What the setting needs to do to improve further**

#### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- ensure that every child is assigned to a key person to offer a secure and settled relationship and support them in the setting
- develop and extend the educational programme by more effectively planning the use of indoor and outdoor space and resources so that children have greater opportunities to extend their learning in all areas.

#### **To further improve the quality of the early years provision the provider should:**

- extend learning opportunities for babies as they grow and change, by organising and using resources more effectively so that babies benefit from a more stimulating environment that fully reflects their age and stage of development
- improve the methods for reviewing practice by using careful monitoring, analysis and self-challenge, so that the drive for improvement is strengthened and all weaknesses are quickly identified and acted upon
- develop the arrangements for sharing information and partnership working with other providers that children attend in parallel with the nursery, in order to further improve continuity in how children's learning and development is supported.

### **Inspection judgements**

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

Staff interaction with children during planned activities keeps their interest and supports their satisfactory progress across all areas of learning and development. Children enjoy an interesting story and song time because they are actively involved, therefore, they are

engaged and learning. During a painting activity they mix paint with their hands and are encouraged to notice the change in colours as they do so. Children draw and paint, taking interest in the marks they make. Encouragement from staff has a positive effect, as one young child continues to make marks on his paper and proudly shows them to his key person. Children in the toddler room use a computer competently, moving the mouse and following a game with confidence and enjoyment.

Although children are provided with a wide range of resources to play with, these are not always organised in ways which invite children to extend and become excited about new possibilities. For example, a tepee provided for children's role play is not equipped with other resources to stimulate children's imaginations. Some improvements have been made to allow children free access to the outdoor area, which successfully promotes opportunities for exercise and fresh air and allows children to move about freely, developing their physical skills. However, the nursery's two garden areas have not been fully developed, so that they can be used effectively to support children's learning across all areas. The small garden provides space for children's imaginary play, while the larger garden offers more space and additional learning opportunities, for example, for children to be involved in growing plants. However, the larger garden is not used on a daily basis and this prevents children from making the most of learning outdoors. In addition, some resources in the baby room do not always fully challenge the youngest children because they do not take into account the varying needs of the age range in that room. As a result, some older and more mobile babies are not so well supported.

Recently introduced ways of recording and assessing the observations made on children are beginning to have a positive impact on increasing the progress that most children make. Staff assess their stage of development accurately and plan suitable activities for each child's ongoing development. However, arrangements made to improve achievements for those children who receive their main early education at the local school are not so effective. This is because staff have not built clear communication links with the school in order to share information and provide continuity in children's learning and development. Children with special educational needs and/or disabilities receive good levels of support. Plans and strategies for their development are well-targeted and agreed with all professionals involved. This means they make good progress and gaps are beginning to close.

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

Children in the nursery are generally settled and happy to attend. However, arrangements for assigning each child a key person to help them settle and support their needs are not extended to children who attend the creche facility. Therefore, these children are not as well supported in developing the strong attachments which the majority of children have with their key person. Staff know their key children well and exchange information regularly with their parents. This gives them a secure understanding of the each child's individual care needs.

Children begin to develop an understanding of how to support their own health and well-being. They follow embedded routines, washing their hands before they eat. Staff explain to them why this is important. They are offered healthy food at snack and mealtimes and have constant access to drinks throughout the day. Staff remind children if they have not had a drink and ensure that all children are offered a chance to visit the snack table. Staff act as good role models by following secure hygiene procedures when changing nappies or serving food.

Children's understanding of keeping themselves safe is fostered well. They enjoy a story about the importance of wearing a cycle helmet and wearing seat belts in a car. This is enhanced with props which keep children's interest, as they watch the bear fall out of his seat and help to put his seat belt on. They later relate this to another member of staff, demonstrating that they have understood and remember the story.

Behaviour in the nursery is sometimes boisterous because the environment and resources are not always stimulating, which means children are not fully engaged in purposeful play. Staff handle this behaviour well, suggesting to children what they might like to do and encouraging them to think about their actions. When one child knocks toys off the table a member of staff talks calmly to him; he responds by saying 'Sorry' to a child who is upset by his actions and giving her a hug. When children are engaged, for example, during story time or painting, they listen well and respond enthusiastically to staff.

When children move on from the baby room to the toddler room they settle well into their new environment. Information of their needs and development is passed on in their files and through discussion.

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

The management team demonstrate a suitable capacity to bring about improvement in the nursery. Recent changes made in organisation, documentation and practice are beginning to impact positively on the care, learning and development of the children. Staff are enthusiastic and committed to making these changes work. Regular team meetings give the whole team opportunities to be involved in reflecting on their practice and agreeing changes. Consequently, an improvement plan has now been developed to help ensure changes are put into practice. However, self-evaluation is not yet robust or fully effective in identifying all weaknesses, and there is more to do to ensure that the quality of practice is more carefully monitored, questioned and challenged so that the drive for improvement is increased. Regular staff appraisals and observations made by the management team of care and teaching in the rooms are used effectively to identify training needs. The nursery welcomes support and advice from the local authority and has made significant progress in implementing the recommendations made by their advisors. This has a positive impact on the experience of children in the nursery.

All staff have a secure understanding of their role and responsibility in recognising and reporting concerns for children's welfare, which they explain with confidence. An effective induction for new staff ensures that policies and procedures are known and followed. Therefore, children are protected and cared for appropriately if they have an accident or are unwell. Written risk assessments identify possible hazards to children's safety, which are followed up by daily checks to minimise these and keep children safe and secure whilst they are at the nursery. Rigorous recruitment procedures are in place to ensure the suitability of staff in the nursery.

Parents are happy with the service they receive. They feel staff are approachable and caring and that their children's individual needs are supported well. They are greeted warmly when they arrive and given helpful information sheets at the end of the day. Staff collecting children from school make sure they talk to the child's teacher so that messages can be passed on to parents. Relationships with other professionals locally are good. The nursery has strong links with the Children's Centre and local school. Information about children's learning and development is passed onto school when children are ready to move on, ensuring that teachers have information which supports their future learning.

### 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

<b>Unique reference number</b>	EY397870
<b>Local authority</b>	North East Lincolnshire
<b>Inspection number</b>	875095
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	42
<b>Number of children on roll</b>	51
<b>Name of provider</b>	For Under Fives Limited
<b>Date of previous inspection</b>	03/06/2010
<b>Telephone number</b>	01472 325738

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## 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.



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