

# Queens Park Community Nursery

37 Macroom Road, London, W9 3HY

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|--------------------------|------------|
| <b>Inspection date</b>   | 07/02/2013 |
| Previous inspection date | 25/05/2012 |

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|--|-------------------------|---|
| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | 3 |
|  | Previous inspection:    | 2 |
| 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        |                         | 3 |

## The quality and standards of the early years provision

### This provision is satisfactory

- The educational programme is well planned overall and incorporates children's individual interests effectively which enables children to make good progress in their learning.
- Children develop close and warm relationships with their key person and other staff.
- Partnership with parents and carers is strong. Information is regularly shared to ensure children's individual needs are met and helps to promote a consistent approach to children's learning in the setting and at home.
- The manager is ambitious to provide a quality service and supports staff to access further training to enhance their practices.

### It is not yet good because

- There is less emphasis placed on the planning for outdoor play to enable children to be fully challenged and extend their experiences.
- Staff do not regularly obtain key words from parents on children's home languages and do not display signs and labelling in the nursery in these additional languages.

## 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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector spent the majority of inspection time observing the children in the nursery as they played.
- The inspector sampled children's information and development records.
- The inspector had discussions with the manager and registered provider throughout the visit.
- The inspector discussed the nursery with a representative sample of parents
- The inspector and manager completed a joint observation together.

## Inspector

Jennifer Devine

## Full Report

### Information about the setting

Queens Park Community Nursery registered 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 open Monday to Friday from 8am until 6pm all year with the exception of a week at Christmas. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 33 children on roll. The nursery provides funded early education for two, three and four year old children. The nursery provides care for children with special educational needs and/or disabilities and children who learn English as an additional language. There are eight staff, all of whom hold relevant qualifications; one member of staff holds a foundation degree in early years.

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

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

- learn and use key words in the home languages of children and display words in different languages to raise children's awareness of other languages spoken in the nursery
- develop the planning for outdoor play to provide a wide range of challenging experiences for children.

### **Inspection judgements**

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

The whole staff team have a good understanding of the Early Years Foundation Stage, which means they are confident in planning the curriculum and supporting children's learning well. Children are enthusiastic to learn and this is supported by staff that have a clear understanding of how to engage and capture children's interests. Children's individual learning journeys are well maintained and contain information, such as starting points and tracking documents to support future plans for each child. Therefore, children make good progress in their learning and development.

Children thoroughly enjoy being creative as they explore the different materials, for example, as they construct and stick to make a space rocket. They are developing their physical skills well as they show great interest spreading the glue and using scissors to cut the materials.

Children are well supported in the acquisition of language and communication skills because staff listen perceptively to them and skilfully ask questions during tasks to

improve learning. Children thoroughly enjoy using the computer and sit together as a small group taking turns to follow a simple programme. Staff support this activity well, offering help when needed. Staff are aware of making story times interesting and fun. Children enjoy stories either individually or in small groups and staff make effective use of puppets or props to keep children interested.

Children in the baby room enjoy exploring their environment and have many opportunities to practise their early physical skills. They walk around the room and enjoy the challenge of manoeuvring on the small steps and slide. Staff are sensitive to children's needs, quickly identifying for example, when young babies need their bottles or need to rest.

Children enjoy playing outside and have fun riding the tricycles or building with large construction bricks. They also have good opportunities for visits to local parks. Although space is limited in the garden, outdoor play is less well organised in the planning of the day to ensure children receive a challenging range of activities across all the areas of learning. This limits opportunities for children to take their indoor learning outside and engage in their play on a larger scale.

Parents have regular opportunities to meet with staff to discuss children's achievements and progress. Each child has their own developmental records, which show children's achievements and their next steps for learning. Children who speak English as an additional language are supported generally well as a number of staff speak additional languages. However there is less emphasis on obtaining key words to help children settle. There is also limited visual environmental print in the nursery to represent children's home languages so that all children learn to value the languages their friends speak at home.

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

Children share warm relationships with each other and with the approachable and friendly staff. They receive lots of reassurance as they separate from their main carers and settle in. This helps them to feel confident and secure. Transition from the home into the nursery is well-managed through a gradual settling-in process. There is an effective key person system in place, which helps children to feel secure. Children's personal, social and emotional development is fostered well; children have formed friendships and play well together.

Staff are good role models; they speak to the children and each other with respect, modelling positive language and behaviour. Staff manage children's behaviour well, they use positive strategies to deal with any minor issues and encourage children to sort out disagreements by talking to each other about their feelings.

The nursery is comfortable and has ample space for children to move around in safety and fully explore the resources. Children's safety and well-being is given high priority. Staff conduct daily checks on the premises and effective risk assessments procedures are in place. Staff are well deployed, which helps to ensure that children are supervised and kept safe. Gentle reminders from staff help children to understand about keeping themselves

safe as they play and use a variety of equipment.

Children's specific health, dietary needs and allergies are documented and understood by staff. Children learn about healthy lifestyles and follow good hygiene practices as they take responsibility for washing their hands at appropriate times. Children are provided with a healthy and nutritious cooked meal and are developing their independence well as they serve their own food and pour their own drinks. This helps prepare them for the next stage in their learning, including school.

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

All staff have a clear understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. All of the legally required documents, policies and procedures are in place, which supports the efficient running of the provision. Staff have a good understanding of the safeguarding policy and know what action to take if they were concerned about a child. All new staff have an induction period which ensures they are given relevant information about their roles. Most of the staff have a first aid qualification which means that they are able to respond to children's needs effectively. All accidents are recorded as required. However, the provider has failed to notify Ofsted of a significant incident. It is a requirement to do so. On this occasion Ofsted does not intend to take further action. There is limited impact on children's well-being as staff followed appropriate procedures to promote children's health after the incident occurred. Rigorous recruitment and vetting procedures are in place to check the suitability of all adults employed by the setting.

Staff demonstrate a good awareness of their responsibilities in delivering the learning and development requirements. They are aware of children's individual needs and interests and plan a wide range of experiences that help them make good progress.

The manager is committed to continually monitoring the nursery and how staff are working. She recognises and values the importance of self-evaluation and takes advice from senior managers in the organisation to implement action plans for development. Staff are encouraged to attend regular training and all staff have attended in-house training on the changes to the Early Years Foundation Stage. This demonstrates they are willing to continually develop their service.

Partnerships with parents are good. The setting places great value in ensuring that parents develop a sense of belonging to the setting and can contribute to well-being of their children. Parents are provided with a range of information to ensure they are well informed about their child's progress, achievements and daily experiences. Parents speak highly about the setting and the staff team. Comments from parents indicate they are very happy with the service provided. The nursery share good relationships with local schools, other professionals and local groups, which supports children's continuity of care and transitions well.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary 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

|                                    |                                   |
|------------------------------------|-----------------------------------|
| <b>Unique reference number</b>     | EY226998                          |
| <b>Local authority</b>             | Westminster                       |
| <b>Inspection number</b>           | 904006                            |
| <b>Type of provision</b>           | Full-time provision               |
| <b>Registration category</b>       | Childcare - Non-Domestic          |
| <b>Age range of children</b>       | 0 - 8                             |
| <b>Total number of places</b>      | 0                                 |
| <b>Number of children on roll</b>  | 33                                |
| <b>Name of provider</b>            | The London Early Years Foundation |
| <b>Date of previous inspection</b> | 25/05/2012                        |
| <b>Telephone number</b>            | 020 8968 9580                     |

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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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