

# Queen Elizabeth's Nursery School

Queen Elizabeth's Grammar School, West Park Road, BLACKBURN, BB2 6DF

|                          |                |
|--------------------------|----------------|
| <b>Inspection date</b>   | 26/02/2013     |
| Previous inspection date | Not Applicable |

| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> |   |
|----------------------------------------------------------------------------------------|-------------------------|---|
|                                                                                        | Previous inspection:    |   |
| 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 have opportunities to develop their independence, particularly at mealtimes. This means that they become confident in their own abilities and develop their social skills.
- Children are happy and begin to form positive relationships and show satisfactory levels of enjoyment and achievement.

### It is not yet good because

- The planning does not fully take account of the stage of development of each child. This means that children do not always benefit from challenging and enjoyable experiences in all areas of learning and development to maximise progress.
- The areas where children play are not yet sufficiently resourced to enable children to explore, be challenged and investigate natural resources. Also, babies do not always play and explore outdoors on a daily basis. This means that learning opportunities for children's all-round development are missed.
- Opportunities are missed to ensure that children learn that text has meaning. For example, posters and words are not always at child-height and there are fewer opportunities for children to write for a purpose, such as during role play.

## 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 observed activities in all rooms and the outside learning environment.
- The inspector took part in a joint observation of activities with the manager.
- The inspector held meetings and observed practice with the manager and staff of the nursery.  
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 children spoken to on the day.

## Inspector

Linda Shore

## Full Report

### Information about the setting

Queen Elizabeth's Nursery School was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a suite of classrooms in the grounds of the Queen Elizabeth Grammar School in the Blackburn area

of Lancashire and is managed by Committee. The nursery serves the local area and is accessible to all children. It operates from 7.30am until 6pm and there is a fully enclosed area available for outdoor play.

The nursery employs 14 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 3. One is unqualified and the deputy manager holds a degree qualification in early years childhood development. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 45 children attending, who are within the early years age group. The nursery provides funded early education for two-, three- and four-year-old children.

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

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

- improve the planning to consider the individual needs, interests and stage of development of each child. Use this information to plan challenging and enjoyable experiences to fulfil each child's potential in all areas of learning and development
- provide further opportunities for children to learn through their senses and investigate the natural world through the use of a wider range of resources, both inside and outdoors. Ensure babies access outdoor play on a daily basis.

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

- ensure children become familiar with text and understand that it has meaning by displaying text at child-height and providing children with opportunities to write for a purpose. For example, pencil and paper available at the 'vet' for children to write prescriptions or bills.

### **Inspection judgements**

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

Staff get to know the children well and develop positive relationships with them. This means that children are happy and settled in the nursery and feel free to move around and decide what they want to play with. Most staff have a secure understanding of the Early Years Foundation Stage and the seven areas of learning and activities are planned to match children's interests. However, children's learning is not maximised because the planning does not fully take account of the stage of development of each child. This means that children do not always benefit from challenging and enjoyable experiences in

all areas of learning and development to maximise progress.

Staff engage well with parents to share information before a child starts nursery. The initial contribution to children's records of learning enables them to share their children's needs, interests and routines. This means that the key person knows a child's starting points and enables them to provide activities and resources, which support their interests and help them to settle. Parents' comment that they are happy with the nursery and are confident staff get to know their children well, in order to help them to feel secure, confident and ready to learn.

Children's early mathematical skills are developing and this is evident in their play. Older children count confidently from one to 10 in sequence and younger children are encouraged to count items slowly to ensure they learn that each number represents a different object. Mathematical concepts are understood by children as they discuss size and shapes using play dough to roll and cut shapes. Children have some opportunities to explore through using their senses. However, the areas where children play are not yet sufficiently resourced to enable them to explore, be challenged and investigate natural resources. For example, the outdoor play area is made up of entirely of artificial surfaces and resources. This is partially compensated for, as children access the school playground and park. However, this is not a daily occurrence. Also, babies do not always play and explore outdoors on a daily basis. This means that learning opportunities for children's all-round development are missed.

Opportunities are missed to ensure that children learn that text has meaning. For example, posters and words are not always at child-height and there are fewer opportunities for children to write for a purpose, such as during role play at the vet. Children are learning to enjoy books as they join in, interact and identify with stories in a group. Staff encourage children to think about what is happening and identify with the characters. For example, 'why does he feel sad?' This helps them learn to identify their own feelings. Children learn to communicate as staff listen carefully and allow them to feel valued.

Children are familiar with the host school and their routines as they spend some time there most days. Children benefit in many ways from the strong partnership with the school and the unique facilities it offers. For example, they have regular access to the school gym and children have weekly swimming lessons in the onsite pool. Children are learning to sit and pay attention for short periods as they share story time and other structured activities. This means that they are gaining the skills and confidence needed to ensure they are ready for school.

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

Each child is assigned a key person, which enables them to form strong emotional attachments and successfully promotes their well-being and independence. Staff get to know all children well. Children become familiar and comfortable with the routines at nursery, such as lining up for a headcount before they move to the dining room or return from the outdoor area. Behaviour is generally good as staff teach children right from

wrong and maintain consistent boundaries. They gain an understanding of risk and personal safety as they play on the outdoor equipment and are encouraged to think about the consequences of their actions. Children form good relationships with their peers and work alongside others happily. They work together cooperatively as they form a circle to keep the rabbit safely enclosed. This all helps children learn to assess risk and build their confidence to explore new environments and make relationships with others. They learn to care for living things and the importance of good hygiene routines as they wash their hands after stroking the rabbit. Children demonstrate an understanding of why they wash their hands and can explain that the germs from animals could make them ill.

Children display confidence and self-esteem as they are praised for effort as well as achievement. They show pride in being the 'star of the week' as they take on the responsibility of leading the children back to class. Physical development is well supported for older children as they play outside daily, have weekly swimming lessons onsite and access the school fields and adventure playground. At mealtimes, all children eat in the nursery dining room. Healthy and hearty school dinners are provided. They engage in conversation with staff and other children, developing their social skills. There is a positive approach to healthy eating with the children. They serve themselves from a selection of a main dish, potatoes and vegetables. This allows them to choose their own portion sizes as they develop a sense of the needs of their own body. Children become confident in their own abilities as they learn to manage their own care. For instance, they confidently put on coats and hats before going outdoors. Younger children are encouraged to try and are taught in manageable steps to fasten their own coats. This means that they are well supported in learning the physical skills needed to care for themselves. All children wash their hands after toileting and before meals. Staff talk to children and explain the importance of good hygiene. This means that they begin to learn about keeping themselves healthy.

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

Proactive leadership and management of the provision ensures that children are protected and receive a positive experience at the nursery. The manager effectively identifies the strengths and weaknesses of the setting and a detailed action plan is in place to carry out improvements. Since opening in September, the setting has had a rapid expansion in numbers of staff and children. During this time, they have achieved a substantial catalogue of improvements. The manager uses support from the local authority to help identify areas for development, such as improving the observation and planning for children. She is successfully motivating an experienced team, who are keen to improve.

Staff have a good knowledge of how to keep children safe and know who to contact if they have concerns about a child or member of staff. Health and safety procedures are known by all and followed rigorously, ensuring that children are safe and protected from harm. All required documentation is in place and records are thorough and accurate. Robust recruitment procedures ensure that staff are all checked and suitable to work with them. This means that children are safe and protected at the nursery.

Management and staff understand their role and responsibility to meet all requirements of the Early Years Foundation Stage. However, implementation of the learning and development requirements is not consistent across all staff. As a result, not all children are learning at the best possible rate as planning does not always link directly to their needs and what they can already do. Staff have formed good relationships with parents and partnerships with other agencies are strong. School links are helping children to achieve a smooth transition. For example, children spend time in school almost everyday where they access excellent school facilities, such as, the gymnasium, pool and playground. This means that children are familiar with the school environment and feel confident to embark on the next steps in their learning.

### 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>     | EY452784                                    |
| <b>Local authority</b>             | Blackburn                                   |
| <b>Inspection number</b>           | 881675                                      |
| <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>      | 65                                          |
| <b>Number of children on roll</b>  | 45                                          |
| <b>Name of provider</b>            | Queen Elizabeth's Grammar Blackburn Limited |
| <b>Date of previous inspection</b> | Not applicable                              |
| <b>Telephone number</b>            | 07507490631                                 |

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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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Piccadilly Gate  
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