

Queensdown Nursery

64a Queens Road, THAME, Oxfordshire, OX9 3NQ

Inspection date

Previous inspection date

12/03/2013

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

- Children enjoy attending the nursery. They happily join in with activities and engage well in their learning.
- Well-planned adult-led activities help children to develop specific skills in different areas of learning effectively.
- Key persons know children and their families very well. Partnerships with parents and other professionals are effective in meeting children's individual needs.
- Children with special educational needs and/or disabilities receive good support to help them progress well from their starting points.

It is not yet outstanding because

- Staff sometimes miss opportunities to extend children's learning further during their free play activities.
- Staff sometimes do things for children that they could do for themselves, such as unpacking their lunchboxes.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 nursery and in the adjacent secondary school sports hall.
- The inspector completed a joint observation with the manager/owner.
- The inspector talked to staff and the manager/owner at appropriate times throughout the inspection.
- The inspector looked at a sample of documentation, including children's assessment records and staff suitability records.
- The inspector took account of the views of parents spoken to on the day and from information in the nursery's parent questionnaires.

Inspector

Gillian Little

Full Report

Information about the setting

Queensdown Nursery is a private nursery that re-registered in 2012 following a change in ownership. It operates from a single storey, purpose built extension to a residential property. The premises include two playrooms, toilet facilities and a garden. Children also have regular use of the adjacent secondary school sports hall. The nursery is close to the centre of Thame in Oxfordshire and the intake of children is mainly from the local community. The nursery is registered on the Early Years Register and is currently caring for 36 children in the early years age range. It supports children with special educational needs and/or disabilities, children learning English as an additional language and children from disadvantaged backgrounds. The nursery is open on weekdays during school term times from 8.30am to 3.30pm. It is in receipt of funding for the provision of free early education for children age three and four years. The nursery employs five staff of whom four hold relevant qualifications; three staff have qualifications at level three and one has a qualification at level 2. In addition, one member of staff is working towards a qualification at level 4.

What the setting needs to do to improve further

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

- extend opportunities for children to enjoy the responsibility of carrying out small tasks by, for example, encouraging them to unpack their own lunchboxes.
- extend children's learning further during their free play activities by, for example, focusing more on talking to them about their ideas and strategies

Inspection judgements

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

Children happily join in with activities and engage well in their learning. Staff encourage them to plan what they would like to do. During group times, children take turns to state what they would like to play with from a range of options. This process helps them to develop skills in expressing their ideas and listening to others. Well-planned adult-led activities throughout the session help children to develop specific skills effectively. Staff encourage children to sort objects into colours, follow patterns and complete puzzles to promote their early mathematical development. Staff read stories with enthusiasm, encouraging children to join in with actions and to fill in missing words. Children enjoy their free play activities, such as exploring a water tray, writing boards and construction

bricks. Staff are on hand to support them during these activities, such as encouraging them to write their name and to talk about letters and sounds. However, staff miss other opportunities to extend children's learning further as they sometimes supervise rather than engage in play activities and do not talk to children about their ideas.

Key persons know children and their families very well. They are able to talk at length about children's progress, individual needs and home backgrounds, and they document this information. Key persons assess children's development routinely and plan their next steps in learning to reflect their individual needs. They work well with parents to provide frequent information about children's development and to discuss any concerns, including completing the required progress check for two-year-olds. Staff encourage parents to support their children's learning at home, such as holding open evenings to inform parents about different aspects of the nursery's work. These processes help all children to progress well from their starting points and prepare them effectively for their future move into school.

Children with special educational needs and/or disabilities receive good support from all staff to develop independence, coordination and communication skills. Children learning English as an additional language quickly develop good skills in understanding and speaking English. Staff embrace children's different cultural backgrounds and help all children to celebrate any special festivals. This approach helps all children to develop a positive outlook regarding similarities and differences between themselves and others.

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

Children enjoy attending the nursery, separating confidently from their parents and carers on arrival. They have good relationships in place with the consistent staff team and with each other. They play well alongside each other or in small groups. Older and more able children are making good progress in initiating conversations and elaborating on play ideas with others. Children demonstrate good levels of behaviour, responding well to instructions from staff. Staff support children's emerging independence skills well most of the time. They encourage children to tidy up, to hang up their coats and to manage zips and buttons. However, they sometimes do things for children that they could try to do for themselves, such as unpacking their lunchboxes. Overall, children are developing good levels of confidence and self-motivation, which support their all-round development effectively.

Children play outdoors in the attractive garden on most days. During poor weather, staff make good use of the sports hall in the adjacent secondary school for physical play. Children are familiar with the routine for outings and demonstrate a developing awareness of safety procedures. They walk sensibly in pairs holding a 'walking rope' and cross the entrance road to the school carefully. They learn about the importance of warming up before physical activity and they talk about the effect of exercise on their heart rates. They confidently experiment with different ways of moving, such as jumping with their feet together following demonstrations from staff. They show increasing control using hoops and balls; they roll, spin, throw, run and chase, which enhance their coordination

skills effectively.

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

The staff team and the manager/owner demonstrate a clear understanding of their responsibilities in meeting the legal requirements of the Early Years Foundation Stage. Effective recruitment and induction procedures, including appropriate background checks, carefully assess the suitability of new staff. Regular staff meetings enable staff to raise any concerns and to discuss good practice. The manager/owner supports staff well to access additional training and to further their qualifications in order to enhance their professional skills.

Good levels of supervision and a high commitment to providing a safe environment help to reduce the risk of accidents. Staff have a clear understanding of safeguarding children procedures, such as recognising possible symptoms of children at risk. Clear guidance is easily accessible for staff to refer to so that they follow the correct procedures if they have concerns about children.

The manager/owner works closely with her deputy to monitor the effectiveness of the educational programmes and children's assessments. They are currently developing a new system for recording children's progress to provide a clearer picture. They effectively identify children who are not meeting expected levels of development, working closely with parents and other professionals to provide good quality support. Staff develop consistent strategies with outside agencies and they help parents to develop their own skills, which promotes improved continuity in children's care and learning.

The staff team and the manager/owner routinely reflect on their practice to identify their strengths and areas for development. They share ideas and strategies to support individual children, which promotes consistency. They encourage feedback from parents, through questionnaires and discussion. Parents comment that they are very happy with the nursery's care of their children. They state that their children settle very quickly and that they make good progress in their learning.

Good partnerships with local schools help children to prepare well for the future. Staff invite local schoolteachers to visit children in the nursery environment so that children become familiar with their new carers in a familiar setting. In addition, staff help children to explore their feelings through role play and discussion to help them deal with any concerns.

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 action. 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	EY454023
Local authority	Oxfordshire
Inspection number	882068
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	20
Number of children on roll	36
Name of provider	Natalie Joanne Rayner
Date of previous inspection	not applicable
Telephone number	01844213039

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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, which are usually the childminder's 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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