

Queen Street Day Nursery

19 Queen Street, PENRITH, Cumbria, CA11 7XF

Inspection date

20/08/2013

Previous inspection date

05/02/2010

The quality and standards of the early years provision

This inspection:

2

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 2

The quality and standards of the early years provision

This provision is good

- Children are extremely well supported in their personal, social and emotional development. This is because staff get to know the children and their families thoroughly, meet their diverse needs and foster an environment of care and consideration for each other.
- Children are very well respected and valued in the nursery. This is reflected through children's pictures, words, wall hangings, their own display boards and writings.
- The partnership with parents and carers is very strong. This helps to ensure children are well-supported through consistency in their learning and development.
- Managers and staff have a good awareness of how children learn. They make the most of opportunities to promote children's learning through play, discussion and group activities. Consequently, children enjoy a broad range of quality experiences linked to their interests and developmental needs.

It is not yet outstanding because

- There is scope to enhance the already good resources connected to cultural diversity by displaying more positive images for children to see in order to further support children's understanding of the world.
- There is room to enhance the initial assessments and information collected from parents about children's learning and development when children first start at the nursery.

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.

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 toured the premises and viewed all the areas where children play and relax.
- The inspector discussed aspects of policy and practice with the registered providers throughout the day.
- The inspector spoke with parents and carers, taking their views into account.
- The inspector viewed a wide range of documentation including, relevant policies and procedures, planning for children and assessments.
- The inspector spoke with children and viewed their diaries, photographs and progress documents.
- The inspector undertook a joint observation between the registered providers and the children.

Inspector

Janice Caryl

Full Report

Information about the setting

Queen Street Day Nursery was registered in 1987 and taken over by the present owners in 1993. It is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is situated in a Grade II listed building in Penrith, Cumbria, and is privately owned. The nursery serves the local area and is accessible to all children. It operates from two floors and there is an enclosed area available for outdoor play.

The nursery employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 and one holds a BA Honours in Children, Schools and Families.

The nursery opens Monday to Friday all year round, except for the last week in August. Sessions are from 8.30am until 5.30pm. Children attend for a variety of sessions. There are currently 15 children attending who are in 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 who speak English as an additional language. The nursery is a member of the National Day Nurseries Association.

What the setting needs to do to improve further

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

- enhance the resources already available to celebrate and reflect cultural diversity by, for example, including more pictures and posters showing positive images of other children and adults to deepen children's awareness of similarities and differences
- enhance the information already gathered from parents when children first start by for example, even greater detail about their learning and development so that planning for children's individual needs is maximised.

Inspection judgements

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

The managers and staff have a high level of knowledge and understanding of how children learn and develop. Consequently, children experience a broad range of activities and opportunities that are exciting and stimulating. Children's spontaneous, individual interests take priority over any pre-planned activity. As a result, children remain

motivated, enthusiastic and confident with regards to sharing new ideas. Staff complete very thorough and interesting observations on their key children, which are shared daily in their diaries. These are assessed to include the next steps in supporting children to develop further. Consequently, parents are provided with prompts on how they can also support their children in achieving the next stage in their development. Progress records are effectively completed on all children. These include 'progress checks at age two', helping to ensure that any gaps in children's learning are easily identified.

Children's communication and language is supported well by staff, who skilfully ask questions and prompt children to think. Children in the pre-school are encouraged to write their own name as they self-register and display their own drawings and writings. As a result, children are encouraged to write and develop their early literacy skills. They use scissors to cut paper and card and explore different materials as they glue them onto card. Children happily share the glue and materials, watching, chatting and listening to each other. These skills of sharing, working together and being creative, help children in preparation for their next stage in their learning, such as school. Children's curiosity is ignited as they play outside and discover some ants. Staff suggest using magnifying glasses. Children then become even more excited and inspired as they look for other insects and creatures. Young children explore and talk about the water as they fill and pour using the teapot and jugs. They talk with staff about whether the water is hot or cold, and how it feels. As a result, children learn the early mathematical skills of volume and capacity, and learn to distinguish between hot and cold temperatures.

Baskets containing natural materials are available for babies to explore, fostering their emerging sensory exploratory skills. The environment, inside and outside, is rich in print and number, helping children to recognise words and link numbers signs to their counting skills. Books, jigsaws and artefacts reflecting cultural diversity and disabilities are freely available for children to access. However, there are fewer positive images on display showing the diversity of society and the world so that children deepen their awareness of others. Children have access to cosy areas where they can take books, puppets and soft toys, and chat to each other. Consequently, children have the time and the space to establish relationships with each other, talk about their interests and learn to share books and resources. The environment inside and outdoors gives children space to crawl, climb and balance, helping to develop the physical skills of balance and coordination. Children water the tomatoes and sunflowers outside. They explain that the tomatoes are still green when they should have changed to red, which shows their understanding of how some things change as they grow and develop.

Parents are involved in their children's learning from the onset. Information gathered from parents about their children is used to help inform initial assessments on children. This supports them in making good progress in relation to their starting points. However, there is scope to develop the 'all about me' form to enhance the initial assessments on children so that staff have a more rounded picture of each child's learning needs. Parents are invited to write in their children's diaries about their children's experiences at home, further enhancing the continuity of care and learning between the home and the setting. Staff work closely with parents and children who have English as an additional language. Dual language words and artefacts support children in learning English, while celebrating their home language and lifestyles.

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

The warm, friendly and homely atmosphere at the nursery contributes to children's well-being. Key persons work closely with parents, families and children, helping to foster strong relationships and attachments. Children happily have cuddles and converse with staff, who are attentive to their needs. Consequently, children are happy, content and confidently explore their surroundings and access activities of their choice. For example, children independently snuggle on the sofa and look at books together. Young children are helped to become more independent in their personal needs because staff tune into signs and clues. For example, staff strategically and sensitively place potties where children can hygienically access them, without them having to move too far away from the group. This helps children as they develop their personal skills, while maintaining dignity.

Children are kept safe within the nursery because staff have a high level of awareness of health and safety procedures. The managers are good positive role models to other staff and children, meaning that everyone maintains a safe and hygienic environment. Children learn to care for their surroundings by helping to tidy up, sort through boxes and recycling materials. They are well-mannered and take their cues from staff, who encourage children to say, 'please' and 'thank you'. Staff demonstrate a very good understanding of children's developmental needs with regard to behaviour. Children are given support and encouragement and consistent guidelines in consultation with parents and carers. As a result, children are helped to learn the difference between right and wrong. Children confidently access all the rooms within the nursery, under the guidance of staff. They negotiate the stairs and steps, and happily seek out further resources for their play. Consequently, children are gaining an understanding of potential hazards in the environment and begin to manage risk. Managers and staff at the nursery promote healthy living by encouraging children to take part in fun exercise sessions inside and outdoors. Parents and carers are encouraged to pack nutritionally balanced packed lunches to help children gain an understanding of the difference between healthy and unhealthy foods. Children enjoy their snack and lunch as they help each other set and clear the table, sit together and chat. As a result, they develop their confidence, self-esteem and gain a sense of belonging, while developing their social skills.

The small homely environment within the nursery supports babies and younger children when they move through to older group rooms. Children have their own rooms and drawers where they can store their own belongings. They have opportunities to use all the rooms at different times, meaning they are familiar with the whole environment as they grow and develop. Older children play alongside, and have meals with younger children where emerging friendships often become apparent. Older children, therefore, learn to help younger ones and moves though the nursery becomes seamless, supporting children's emotional well-being. Children are supported well as they move onto other settings and school. Communication is effectively shared between other settings and teachers visit the nursery in preparation for any children moving to their school. The transitions are further supported because staff visit schools with individual and groups of children, depending on their individual needs.

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

Children make excellent progress towards the early learning goals, because managers and staff are vigilant in the monitoring of the programme of activities and children's development. The managers regularly discuss the observations and assessments on children's development with key persons. As a result, children's individual needs are effectively monitored to ensure children's next steps are suitably challenging, purposeful and developmentally appropriate. Children's overall development is carefully scrutinised and easily available so that managers and staff can see at a glance how children are progressing. Consequently, any gaps in children's learning and development are identified early and suitable intervention put in place as necessary.

Safeguarding is good because procedures for keeping children safe are effectively implemented. Managers and staff are suitably trained in child protection procedures meaning children at risk of harm or abuse can be identified early. The nursery is secure, with procedures in place to prevent children accessing areas without suitable supervision. Risk assessments help to ensure all areas are safe and suitable for use. Safety gates and display signs help children, staff and parents keep the environment safe. Staff are trained in first-aid procedures and notices remind adults of the procedures to take in the event of an emergency. The recruitment procedures for staff effectively ensure that they are suitably qualified and vetted to ensure children receive good quality care and education. The managers supervise staff on an ongoing basis and through regular meetings where they discuss children's development. Alongside appraisals that take place twice a year, staff are well-supported in their personal and professional development, benefiting children because staff remain motivated and highly skilled. For example, babies and younger children benefit, because staff are recently trained in schemas, where staff observe children exploring and expressing their thoughts through repeated patterns in their play. They then use this information to plan activities, which reflect children's preferences for learning. The managers have comprehensive policies and procedures in place, which are shared with and are available for parents and carers to view. These are regularly reviewed and ensure the safe and efficient management of the nursery.

The managers continually reflect on their policies and practices. Completed parental questionnaires and comments sheets help to define areas of strength and improvement. Staff are consulted on a daily basis and issues for development are discussed at regular staff meetings. Children share their thoughts and opinions verbally, through their play, through pictures and drawings and by using digital cameras. Consequently, a broad range of views and opinions contribute to the nursery's self-evaluation, helping to maintain a quality environment. Parents and carers are kept fully informed of how their children are progressing and other aspects of the nursery. Regular information updates and newsletters inform them of future events. Daily diaries provide information and suggestions of how they can support their children at home and parents and carers are invited to share their skills, for example, cooking. Consequently, parents and carers feel fully involved. There are good links with other providers and external agencies, meaning advice and support is available to help the managers and staff with any key issues that require additional help.

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 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 | 317419 |
| Local authority | Cumbria |
| Inspection number | 868430 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 20 |
| Number of children on roll | 15 |
| Name of provider | Mrs Tallentire and Mrs Tyson-Brown Partnership |
| Date of previous inspection | 05/02/2010 |
| Telephone number | 01768 890 692 |

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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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