

Queen Mary Nursery

Queen Mary Nursery, Middle Hill, ALDERSHOT, Hampshire, GU11 1PL

Inspection date	21/10/2013
Previous inspection date	15/03/2013

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	4
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

- Staff guide children's development through warm, positive interaction and are attentive to their individual care needs.
- Staff communicate well with other agencies to meet children's individual needs.
- Children in the pre-school group are provided with a wide range of activities and resources that capture their enthusiasm for learning.
- The operations manager has introduced effective self-evaluation and new initiatives that have improved the quality of the provision and outcomes for children.

It is not yet good because

- Staff do not support all parents in guiding their children's development at home.
- Staff do not develop the range of resources so all children have new and unusual objects to explore and investigate.
- Staff do not make flexible use of resources to promote babies' and younger children's physical development indoors.
- Staff have not established good communication with local schools to support children's move to school.

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 observed activities, including mealtimes in all the indoor and outdoor play areas.
- The inspector completed a joint observation with the supervisor in the pre-school room.
- The inspector talked with staff and children at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation and checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of parents' views spoken to on the day of the inspection.

Inspector

Catherine Greenwood

Full Report

Information about the setting

Queen Mary's Day Nursery registered under private ownership in 2013. It is one of four settings owned and managed by the trustees of Aldershot Garrison Pre-school Settings. The provision is situated on Ministry of Defence property in the garrison town of Aldershot in Hampshire and is mainly for children of serving forces personnel. Some places are offered to children whose parents are not in the serving forces. The provision consists of four separate age-related rooms over two floors, with kitchen and office facilities. The baby and under two's room is located within a separate building within the same grounds. There are several secure outdoor play areas. The provision is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There are 54 children aged from three months to the end of the early years on roll. The provision is in receipt of funding for the provision of free early education for children aged two, three and four years. The provision supports children with special educational needs and/or disabilities. The provision offers full day care each weekday from 7.30am to 6pm all year round except for a week at Christmas and Bank Holidays. The provision employs 23 members of staff to work with the children. Of these, 22 staff hold relevant early years qualifications to at least level 2 or 3. In addition, the provision employs a full-time cook and assistant.

What the setting needs to do to improve further

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

- ensure staff support all parents in guiding their children's development at home to involve them more in children's learning and development.

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

- improve the variety and presentation of resources, especially for younger children so they have new and unusual objects to explore that provide them with a wider range of experiences
- improve the range of indoor resources to promote babies' and younger children's physical development
- improve communication with local schools to help children's move to school go smoothly.

Inspection judgements

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

Children make satisfactory progress in relation to their developmental starting points. However, younger children often play repetitively, because staff do not give enough consideration to the provision of resources that are new and unusual or vary activities to introduce children to a wide range of different materials. Consequently, children are not always challenged as they develop the skills they need for their future and for starting school. However, staff join in children's play in a positive way and successfully stimulate their interest in learning through shared attention. This is particularly evident in the pre-school group, where children show strong listening skills and maintain their focus during activities as they talk openly and confidently with adults. Children in this older age group are motivated and enthusiastic learners due to the wide range of activities and experiences available. Staff have a sound knowledge of children's individual development and share their observations and reviews of children's progress with parents. Since the last inspection, staff have started to ask parents about children's progress at home and record this information in children's learning journals. However, they do not engage and support parents in guiding their children's development at home, which reduces parental involvement and continuity in children's learning. Staff join in children's play and talk with them to extend their learning and language development. Staff working with the older children have a secure knowledge of how to work with parents and other agencies to reduce gaps in children's language development.

Children roll tyres down a hill in the outside play area and follow instructions during parachute games. They enjoy climbing in and out of cardboard boxes and walking up and down musical response mats. Staff support children as they help them use resources, such as musical response toys and posting boxes, which develop their hand and eye coordination. However, babies and toddlers children do not have enough indoor resources to develop control of their movements and practise the skills they have learnt, particularly in wet weather when they do not play outside as much. Staff promote children's interest in books as they read stories to children individually and in large groups. Consequently, children often choose to look at books independently and develop concentration skills as they look at the pictures. Older children enjoy visits to the library and often choose to draw and write using a wide variety of materials. Staff help them learn letter formation as they copy letters of the alphabet in dry sand and make marks with paint on big pieces of paper.

Children enjoy watching people at work in the local community, such as the refuse collectors. Staff expand children's understanding of the world by taking them to local shops to buy ingredients for cooking activities and to a pet shop to see fish in relation to an 'under the sea' project. Children learn how things work as they operate a wind blower, CD player and press buttons that change the colours of lights in the sensory room. Older children develop technology skills as they learn to operate computer programmes independently. For example playing a mouse game that requires them to search and order numbers and find shapes. Children develop their senses as they play with sand, paint and modeling dough. They use their imagination as they play with soft dolls and pretend to

change their nappies, dress up and move to music. Older children explore a wide range of media, for example as they hunt for plastic bugs in soil, play with shredded paper, and paint outdoors. They make tarts from apples they collect in the garden and designs from recycled materials and pots they cover in glue and sand.

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

Children form secure emotional attachments with staff who provide them with positive role models, due to their caring approach. Children are generally well behaved and often choose to play together in a friendly and cooperative way. Staff quickly intervene when needed and patiently explain what is expected. For example when younger children find it difficult to share resources. Consequently, any difficulties are quickly resolved and children learn how to behave. Staff in the pre-school group give careful consideration to how they help children become independent in their self-care. They provide appropriate one-to-one support for children who have delayed language development. For example when children are learning to use the potty and toilet. Staff plan to use visual prompts to further promote this area of children's learning. However, the provision has not established links with local schools, so that information about children's individual needs can be shared, and to help their move to school go smoothly.

Children's good health is promoted. The provision has recently adapted meals and snacks so they include more homemade and nutritious food. Children now have a wider variety of savoury food at snack time and dried fruit has been replaced with fresh fruit. Consequently, children eat well. Children's care needs are well met. Staff regularly review children's sleep times with parents and work closely with other staff to meet children's changing needs. They follow suitable hygiene practices, change children's nappies regularly throughout the day and use a document to record when nappy cream is applied, in line with parents' requests. Children have access to a satisfactory range of indoor and outdoor resources that promote most aspects of their development. There are clear plans in place to make changes to the environment and resources to improve the opportunities for children to be challenged in their learning and development. Staff supervise children well and help children learn about their own safety during their play. They take children on outings in the local community, for example, to the local market to look at the different types of fruit and vegetables, which promotes their awareness of diversity. Children make scarecrows from balloons and old clothes for 'Harvest week', which they display in the outdoor play area. They bring food from home to take to a local care home, which helps them to begin to understand and embrace the needs of others. Staff read books, provide food tasting activities and opportunities for children to make tea light holders from salt dough to celebrate Diwali. This helps children develop an awareness of differences in society.

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

There are robust recruitment procedures which are used effectively in practice to ensure staff are suitable to work with children. All staff have had appropriate checks completed, including new trustee members. Staff have a secure knowledge and understanding of safeguarding policies and procedures and the action to take if they are concerned about a child. They establish effective communication with social services and parents and work in partnership to share information about children's and families' needs. Staff complete risk assessments for the premises and outings and make changes to maintain and promote children's safety. For example, the provision has recently fitted a handrail to the stairs so that pre-school children can use them safely and an unsafe climbing frame has been removed. Children are well supervised at all times.

Practice is now closely monitored to identify and meet staff training needs. The operations manager meets with supervisors regularly to discuss aims and objectives for the management of the provision. This includes joint observations of staff practice that has enabled supervisors to become more focused on staff practice and identify and drive improvement. Since the appointment of the operations manager in July 2013, the provision has made significant changes to the organisation of children's group rooms. As a result, all younger children can now access the outdoor play areas directly from their group rooms. They now eat and sleep in a separate designated area that prevents them having to wait while staff reorganise the playrooms. There are more robust systems for monitoring staff absence and recording any issues related to poor practice so they can be acted on to help drive improvement in the quality of the provision. There are plans in place to deliver training to the whole staff team about the 'role of the adult within the provision'. The organisation has invited other staff from an outstanding provision under the same provider to start visiting the provision and role model good practice. They have also invited a leading practitioner to visit and advise staff. This will enhance the existing monitoring of activities and learning and development to ensure children have challenge and make good progress. Staff track all children's progress to identify that they are meeting expected levels of development and work closely with parents and other agencies to meet children's individual needs.

Self-evaluation is strong. Actions and recommendations raised at the last inspection have been met. The operations manager works closely with staff, parents, trustees and the local authority to successfully drive improvement. For example, since the last inspection, staff have improved documentation for recording accidents and accountability. There is a new incident record procedure in place, which requires staff to seek more information from parents about any injuries that have happened to children outside of the provision. This has improved communication with parents to safeguard children's welfare. Staff have started to ask parents for information about children's progress they have seen at home and record this information in children's learning journals. They have plans in place to introduce home visits to build a rapport with parents before children start. Staff use a questionnaire to consult with parents about the quality of the provision and are starting to seek their ideas for improvement. The local authority are soon to complete a training session for all staff to improve their knowledge and understanding of how to promote children's language development. There are plans in place to extend outdoor play areas, replace children's toilets, provide new nappy changing areas and obtain more play equipment. The provision has introduced records for staff to identify any concerns related to the environment and/or children's behaviour. This has enabled them to closely monitor

children's health and safety and make changes as necessary. Staff to child ratios are met at all times and are monitored by the supervisors to help safeguard children's welfare. Staff talk to parents to address any concerns they have about the supervision of children so they are reassured about how they keep children safe. Since the last inspection, one of the supervisors has worked closely with staff and the local authority to review and adapt planning so that children are more engaged in their play. Each key person now plans for children's individual needs and next steps for learning, which they take to planning meetings. Staff now complete paired observations to assess each other's strengths and weaknesses and input from the local authority has helped staff to review and make some changes to their approach. Partnership with parents has been improved. The provision has introduced a daily record to share information with parents about their children's routines and activities. Parents comment positively about the provision during the inspection. For example, they say 'staff are so friendly to me and my child. I think the nursery has improved since my two other children attended particularly upstairs in the older children's room. My child is always happy'.

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	EY447668
Local authority	Hampshire
Inspection number	937413
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	72
Number of children on roll	54
Name of provider	Aldershot Garrison Pre-School Settings
Date of previous inspection	15/03/2013
Telephone number	01252324042

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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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