

Queen Emma Nursery

Queen Emma School, Gunhild Way, CAMBRIDGE, CB1 8QY

Inspection date

Previous inspection date

14/02/2014

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 display high levels of confidence and self-esteem because of the high value staff place upon what they know and can do.
- Excellent teaching motivates children to learn. Group times are carefully planned, therefore challenging children in an appropriately structured way.
- The leadership team is inspirational and have high expectations for the nursery as a whole. Self-evaluation is highly effective in building upon strengths, therefore building high quality care for children.
- Staff development is continuous and allows the staff team to be confident in their roles. Staff have strong knowledge of safeguarding procedures, which promotes children's well-being.
- Partnerships with parents and other agencies are strong. This ensures children are given appropriate help to meet their individual needs.

It is not yet outstanding because

- Children do not have broad opportunities to judge risks for themselves during 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
- 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 both classrooms and the outside area.
- The inspector sampled a selection of documentation including policies, evidence of suitability, qualifications, procedures and information provided by the provision.
- The inspector carried out a joint observation with the manager.
- The inspector reviewed a selection of children's observation and assessment development files with key persons.
- The inspector spoke to parents, staff and children and took their views into consideration during the inspection.

Inspector

Elke Rockey

Full report

Information about the setting

Queen Emma Nursery was registered in 2013 and is on the Early Years Register. It is situated in purpose-built rooms on the site of Queen Emma School in Cambridge. It is managed by the school. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The nursery is open all year round and operates from 7.45am until 6pm. Children attend for a variety of sessions. There are currently 72 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 and children with special educational needs and/or disabilities. The nursery employs 11 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3, including one with Qualified Teacher Status.

What the setting needs to do to improve further

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

- enhance children's understanding of safety by providing opportunities for them to take responsibility for assessing, judging and minimising risks during everyday activities in the premises.

Inspection judgements

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

The learning and development requirements are very well met by the nursery team. Information gathered from parents on entry is used to gain a good understanding of children and what they can do. Regular observations and assessments are used to plan to meet children's needs through interests. Children are motivated to learn because their interests are harnessed to provide opportunities that enable children to access all areas of learning while playing. This is done through 'possible lines of development' plans highlighting an interest and all the potential opportunities for children to learn. Resources are tailored to feed the children's interests and support their next steps. For example, an interest in the ocean has prompted staff to provide popular characters to play with in the water tray. Children use their imagination as creatures need rescuing and staff extend vocabulary as animals and their different parts are labelled. The same characters are used to play a matching pairs game. This fosters children's turn-taking skills and early mathematical development. Children explore role play and use their imaginations to play together. For example, as many new siblings are due, the dolls are being utilised with adults showing children how to care gently for them. This enables children to make links and explore new feelings and situations.

There are some instances of outstanding teaching. For example, extremely enthusiastic staff encourage children to be number detectives recognising numerals on tiles. This promotes children's knowledge as well as a love for mathematics. Children eagerly guess numerals correctly and listen to each other when it is an individual child's turn. Their social skills are further promoted as they are asked to work as a team using their 'pointing fingers'. Staff encourage children to build positive peer relationships by asking them to give their friends a pat on the back for their effort. At the end of group time, 'thinking thumbs' encourages children to evaluate their own learning as to how easy or difficult they felt the number game was for them personally. This compels children to think reflectively and builds a positive image of themselves. Children's communication and language skills are very well supported. Peer friendships are fostered as they are encouraged to say each other's names during small group times. Children listen enthusiastically and practise their vocabulary as they describe the pom poms as making a 'shaky' sound. Young children are building a 'can do' attitude as staff gently encourage them to persevere using their fine motor skills to thread shapes on a lace. This challenge is celebrated when achieved and the child chooses to practise this newly acquired skill again. Children are being well prepared for school. They are developing high self-esteem as staff value their efforts. Children have access to high quality resources and are able to use them freely. They competently operate technological equipment, such as computers, compact disc players and electronic keyboards. Literacy skills are promoted as children frequently ask staff to read stories. Staff discuss pictures in non-fiction books and children join in repetitive phrases of familiar rhyming stories. Parents who speak other languages come in to the nursery to read stories to the children. This fosters children's respect of diversity. All children play with materials that help them to make choices and use their senses. Spontaneous learning opportunities are utilised effectively. For example, when it begins to rain, powder paint colours are placed in a tray by staff. Children use their brushes to gradually mix the paint with the falling rain. They experiment with mixtures of different thickness and explore the effect the paint makes on the fence. Children excitedly show each other and adults the marks they have made. This enthusiasm for their play ensures children are inspired to learn and as result, ready for future learning.

The intervention of staff and planning for children's individual needs helps them to make good progress in their development. Staff work closely with other agencies who support children to ensure they have consistent and effective support. Children who speak English as an additional language are supported to communicate and visual cue cards are available, which are used by children to express their needs. Staff build close partnerships with families. They have devised several ways to exchange information about children's learning and achievements. This includes giving parents ideas of what songs to sing at home, sharing progress checks with them and by use of the 'superstar' board. The nursery is in contact with staff from other settings who care for children regularly, to share information about learning. This ensures children's learning is extended upon at home and in the nursery.

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

An effective settling-in procedure ensures all children are secure with their key person and the nursery environment and are ready to learn. Families are visited in their home by key persons before being asked to attend a family visit at the nursery. This establishes strong relationships with parents. Children attend gradually until they are settled and staff work closely with parents whose children do not settle quickly. A constant two-way flow of information means children experience continuity in their care. For example, parents are able to express preferences about sleep time for their children. Children's confidence is promoted as they independently access the nursery and the staff as they need. Staff value children's contributions to their play. For example, a child spends time concentrating on building a structure using blocks. When finished a member of staff takes a photograph of the achievement. This emotional confidence ensures children are well equipped for future learning. The nursery works closely with the school and local providers in order to ensure a smooth move into school.

Children behave well and know what is expected of them. Children are sensitively supported to follow routines taking into account their age and level of understanding. Positive behaviour is valued and praised. Children readily seek out staff to share play experiences and are supported to develop good friendships with other children, which promotes their personal, social and emotional development. Children have access to high quality resources indoors and out. Play in all weathers is promoted allowing children choice and the ability for them to explore with their senses. For example, children enjoy tapping the puddle of rain that has pooled on a table.

Staff encourage healthy outdoor play as children who are riding bikes join in races. This benefits children's good general health by exercising their large muscles. Healthy lifestyles are further encouraged as parents are informed about providing a healthy snack. The nursery provides balanced nutritious meals for lunch. Fresh drinking water is available in both rooms for children to access independently. Comprehensive risk assessments mean that children are safe. Children learn to keep themselves safe through practical daily routines and staff guidance. For example, they are requested to swap a long broom for a shorter broom while helping to tidy up so that others will not be bumped. However, they have fewer practical play activities that support them to make independent judgements with regard to personal risk or risks in the environment. Consequently, children do not fully explore practical methods that help them to understand risk and are dependent on the staff to minimise risk for them. As a result, their own understanding of safety and how to manage risks safely is not maximised.

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

The nursery management team have a very good understanding of their responsibilities and how to meet the Early Years Foundation Stage requirements. There are comprehensive procedures in place for recruitment, which means all staff are suitable and thoroughly vetted to work with children. For example, references are requested before interview in order to investigate any queries. An in-depth induction procedure along with frequent supervision tailored to staff development means staff have effective guidance to fulfil their roles and improve their practice. Comprehensive policies and procedures for

safeguarding are implemented robustly to ensure that children are fully protected. All staff have a clear understanding of how to report any concerns, however minor. These concerns are recorded and reviewed by the leadership team meaning children's well-being is promoted effectively. Staff are well versed in the whistleblowing policy and how to report concerns about adults working with children. Rigorous risk assessments are in place, which cover all aspects of the play environment ensuring children are kept safe during their time at the nursery.

Children's progress is carefully tracked using an electronic system, which highlights individual and group achievement across all the areas of learning. This enables staff to target the appropriate amount of support needed for groups and individual children. Observations are used formally and informally in order to raise the quality of teaching. Staff are continually improving their practice through peer observations with constructive feedback and attend training courses to enhance their knowledge of working with children. Highly qualified and very experienced staff provide good teaching role models for others to learn from. Self-evaluation is rigorous and considers all aspects of the nursery. The nursery as a whole, with input from the school, is able to reflect critically on the strengths and weaknesses of the early years provision. For example, there is planned development to create a more natural area in the garden during the spring. Parents' views have brought about change and their opinions are asked for regularly.

Partnerships with other agencies are strong. This means that the individual needs of children with special educational needs and/or disabilities are effectively met as the staff work with parents and professionals together to support children's learning and care. Parents spoken to at the time of the inspection are very happy with the care and learning provided by the nursery. Communication flows freely every day as parents report they are able to talk to the staff about their children regularly. As a result, children experience continuity in their learning and care.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY468027
Local authority	Cambridgeshire
Inspection number	934192
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	50
Number of children on roll	72
Name of provider	Queens' Federation
Date of previous inspection	not applicable
Telephone number	01223714300

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

