

Queensberry Nursery

24 Queensberry Place, London, SW7 2DZ

Inspection date	27/03/2014
Previous inspection date	26/04/2010

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 relate well to the practitioners and develop good social skills as they learn to develop and play co-operatively.
- Effective partnership working with parents means that there is a consistent approach to meeting individual children's needs and helping them to develop relevant skills for the future.
- Children are motivated by the imaginative and stimulating ways activities are presented throughout the nursery. They are totally engaged in their learning and make good progress taking into account their starting points and capabilities.

It is not yet outstanding because

- There are opportunities to develop further children's understanding of the natural world.
- Systems to ensure resources and labelling are inclusive to meet the individual needs of all children, to reflect the home languages of children who learn English as an additional language, are not fully in place.

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 had a tour of the nursery with the manager.
- The inspector held discussions with the manager throughout the inspection.
- The inspector took into account the views of parents on the day.
- The inspector held discussion with key persons and staff.

The inspector looked at various documents, including policies and procedures, risk assessments, staff training, records of children and evidence of the suitability of staff.

Inspector

Jane Franks

Full report

Information about the setting

The Queensberry Nursery is privately owned. It opened in 2006 and operates from five play rooms in a converted property in South Kensington in the Royal Borough of Kensington and Chelsea. The school is accessible with four stairs leading into the building. The nursery is located over four floors with staircase access. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is open each weekday from 8am to 6pm for 48 weeks of the year. Children share access to a secure enclosed roof-top play area. There are currently 66 children aged from three months to under five years on roll. The nursery is able to support children with special educational needs and some disabilities and also supports a number of children who speak English as an additional language. The nursery employs 18 staff; 14 of whom hold appropriate early years qualifications. Four members of staff are working towards a qualification. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- develop further resources and labelling that reflect the home languages of all children

- ensure children have opportunities to learn about the natural world and living things.

Inspection judgements

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

The educational programmes provide interesting and challenging experiences to meet the needs of children. Staff challenge children's learning with exciting activities that children enthusiastically engage in. Children are happy and motivated and consequently make good progress in their learning and development given their starting points. On arrival, the children become rapidly engrossed in the stimulating resources alongside their peers. Children feel secure with staff and respond to the close contact, praise and encouragement that staff give them.

Children respond to familiar people and can select and use activities and resources independently. They play with a purpose and concentrate on a chosen activity. Children's mathematical development is supported through a range of planned and self-chosen activities. For example, children learn about numbers and counting as they sing number rhymes. They learn about shape and size as they use their imagination whilst engaged in

water play. Staff support an understanding of mathematical concepts as they encourage children to select a big or small octopus, for example. Younger children use physical skills as they crawl around their environment, they explore sound whilst investigating musical instruments, for example.

Staff have a good understanding of how to promote the learning and development of children and, as a result, children make good progress in their learning. All children have access to mark-making tools, such as paint, pencils and crayons. Children independently select different resources to make marks on paper, supporting early writing skills. Staff introduce new words in the context of play and group activities. Children enjoy focus language groups, taking it in turns to select an object and talk about what they find as a group. The children enjoy a story being read to them. They join in eagerly using actions and words with encouragement and support. Vocabulary is extended as staff support children to explore number, colour and animal sounds, as they enjoy painting activities.

Assessments of children are effective and support staff in planning suitably challenging activities that reflect their interests. The completion of the required progress check for two-year-old children helps to ensure their progress is monitored. The secure key person system's allows a successful engagement with parents and secures effective, targeted strategies, for most children, as a result. However, systems to fully support children who are learning English as an additional language are still being developed. Positive images, experiences, resources and labelling that reflect diverse cultures to meet the individual needs of children are not embedded into practice across the nursery. Therefore staff do not always use strategies that fully support inclusive practice and a sense of belonging by celebrating a range of cultures.

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

Children's personal, social and emotional development is a positive strength of the nursery and provides a firm foundation for the next stage in children's learning as they progress to school. The nursery has a good settling-in procedure, and take time to give one-to-one attention to all children who have just started. The effective key person system enhances the relationships formed between children and staff. Children respond well through knowing they are valued by caring staff. They express their own needs and interests during the session. Staff respond to children's interests and extend their learning further as they fully engage in imaginary play with the children, for example, pretending to go on a train ride,.

Children are encouraged to develop their personal independence and to recognise their own needs in preparation for starting school. For example, children wash their hands and older children select their cups and cutlery at meal time. Children learn about healthy eating as they select their fruit and pour their own drinks at snack time, promoting future life skills. Children have opportunities to enjoy fresh air. They have regular visit to the local gardens and local park. Children take magnifying glasses to explore bugs, investigating and learning about living things. However, staff do not support this area of learning fully with strategies to explore the natural world in the indoor environment.

Children have opportunities to walk to local shops and explore their local community.

Children play well with their friends and display good behaviour. Staff act as positive role models and support children to become familiar with the routines of the setting. Regular praise and encouragement offered by staff promotes children's self-esteem and independence. Staff give children gentle reminders about safety during the day, not to run indoors, for example. Children are learning about keeping each other safe as staff support them to be kind to their friends as they play together and gently reinforce the group rules. Children are prepared well for their transition to school. This is celebrated with a graduation ceremony at the end of the summer term.

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

The manager has a very good understanding of how to make sure the learning and development requirements of the Early Years Foundation Stage are covered. Well planned systems to identify children's starting points on entry are in place. This helps staff to recognise children's individual needs and plan activities at an appropriate level. Parents confirm they are very pleased with the setting and how well their children have developed since attending. They comment staff are friendly and helpful and keep them fully informed about their child's progress.

Management meet all the requirements of the Statutory Framework for the Early Years Foundation Stage. They take positive steps to safeguard children's welfare. Procedures for recruitment are strong; they include full vetting of all staff to ensure their suitability. Staff are clear about their roles and responsibilities to safeguard children and meet their needs. They understand fully the safeguarding and child protection policies and procedures of the setting. They know what to do if concerns arise about children's well-being. Robust risk assessments contribute to children's safety.

Induction systems ensure that staff are clear about their roles and responsibilities. Annual appraisals and supervision take place to monitor training needs and the quality of the provision, based on the impact of staff practice. The manager has a good overview and knowledge of the educational programmes so she can monitor and ensure that all areas are covered within staff's planning and assessment and identify any gaps in children's learning. There are systems in place for self-evaluation. These take into account the views of staff, parents and children. Parents and children are encouraged to complete questionnaires, enabling them to share their ideas and opinions on possible ways to improve the quality of the provision. The manager has clear action plans to identify areas for development, for example, a speech therapist visits the setting to support staff in developing language groups.

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	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	EY341130
Local authority	Kensington & Chelsea
Inspection number	951485
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	64
Number of children on roll	66
Name of provider	Queensberry Nursery Limited
Date of previous inspection	26/04/2010
Telephone number	0207 5810200

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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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