

Queensbrook Childrens Nursery



Bolton Technology Exchange, Unit 12-13 Queensbrook, Spa Road, Bolton, BL1 4AY

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| Inspection date | 12 June 2015 |
| Previous inspection date | 18 April 2012 |

| The quality and standards of the early years provision | This inspection: | Requires improvement | 3 |
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| | Previous inspection: | Good | 2 |
| How well the early years provision meets the needs of the range of children who attend | | Requires improvement | 3 |
| The contribution of the early years provision to the well-being of children | | Requires improvement | 3 |
| The effectiveness of the leadership and management of the early years provision | | Requires improvement | 3 |
| The setting does not meet legal requirements for early years settings | | | |

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Not all staff have a secure knowledge of the procedures to follow with regard to child protection concerns. This does not ensure that the swiftest and most appropriate action can be taken to protect children.
- Staff are not always consistent or positive in helping children to understand the expectations and boundaries of behaviour.
- Staff do not always support children's independence and self-help skills, such as encouraging them to serve themselves at mealtimes.
- Staff have a variable understanding of how to support learning effectively. Consequently, not all children make good progress.
- Staff do not resource the outdoor play area with enough equipment to provide children with opportunities to develop their creative skills.

It has the following strengths

- Staff have appropriate qualifications and regular appraisals with managers, which helps to identify any training needs, and they complete training courses to update their knowledge suitably.
- Staff establish warm, nurturing relationships which give children the security they need to develop confidence and emotional stability.
- Children's learning is extended through opportunities to find out about their community and the wider world during well-planned outings.

What the setting needs to do to improve further

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

- improve staff's understanding of the policies and procedures in place for child protection, to ensure the most appropriate and swift action can be taken to safeguard children should a concern arise
- help children to understand appropriate behaviour in groups, by ensuring that staff offer consistent support and make their expectations of behaviour clear in a positive way, specifically during outdoor play.
- improve the consistency and quality of teaching by developing staff knowledge and understanding of how children learn best, so that activities provide appropriate support and challenge.

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

- enhance pre-school children's independence and self-help skills by encouraging them to serve themselves and give staff the opportunity to sit with them at lunchtime to role model these skills
- provide more opportunities and resources outdoors for children to extend their imaginative play

Inspection activities

- The inspector observed activities and interactions between staff and children in the indoor and the outside learning environment.
- The inspector checked evidence of the suitability and qualifications of staff working with children, and looked at and discussed self-evaluation with the provider.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of children, staff and parents spoken to on the day of inspection.
- The inspector looked at a selection of children's records and information, and spoke to their key persons.
- The inspector looked at planning documentation and a range of other documentation, including policies and procedures.

Inspector

Emma Allison

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Children are provided with a variety of activities in a well-organised indoor environment. They can independently access resources and staff offer support to children's learning. For example, staff follow children's interest in the role-play area by introducing hand-operated fruit peelers to allow children to explore real fruit. However, these opportunities are not consistent within the outdoor area. For example, there are missing resources in the home area to support children's learning and creative play. Teaching is variable. Qualified staff demonstrate an understanding of the Early Years Foundation Stage; however, not all staff plan activities that accurately support the children's level of development. Consequently, not all children make good progress. Staff plan small-group activities to support individual children's learning needs, such as preparing older children for school. Leaders plan regular outings with the children to develop their understanding of the world. For example, pre-school children excitedly talk about their forthcoming trip to the zoo. Staff talk to children constantly about what they are doing, which develops their communication and language skills effectively.

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

Children have daily access to opportunities to promote their physical skills outdoors. This promotes a positive attitude to healthy lifestyles. Children play well together; however, there are occasions when their behaviour lapses and expectations of behaviour are unclear. For example, some children display challenging behaviours that staff do not act upon quickly. Settling-in procedures ensure information is sought from parents to help children settle. This informs children's starting points and enables them to form secure attachments with their key person. Parents are actively encouraged to contribute to children's learning and can access their child's learning journal at any time. Children are provided with nutritious meals, and pre-school children are encouraged to set the table ready for lunchtime. However, children are not actively encouraged to serve themselves; consequently, opportunities to promote independence are missed. Relationships with local schools are well embedded. Teachers are invited into the setting to meet the children who are ready for school. This ensure smooth and effective transitions to school.

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

Leaders demonstrate they have a suitable understanding of the Early Years Foundation Stage by attending regular network meetings to improve and share practice. Leaders regularly review action plans to drive improvement forward. Leaders track group and individual children's progress to identify any gaps in learning and prepare children for their next stage in learning. Leaders implement suitable recruitment procedures and most staff hold relevant qualifications. There is a comprehensive child protection policy that includes the use of mobile phones and cameras. However, some staff are unclear as to what the reporting procedure is when there is a child protection concern. This demonstrates a weakness in ensuring all children are safe.

Setting details

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| Unique reference number | EY430878 |
| Local authority | Bolton |
| Inspection number | 952235 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 4 |
| Total number of places | 47 |
| Number of children on roll | 68 |
| Name of provider | St Osmunds Community Nursery Limited |
| Date of previous inspection | 18 April 2012 |
| Telephone number | 01204 776582 |

Queensbrook Children's Nursery was registered in 2011. The nursery employs 11 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3, including two with Early Years Professional status or Qualified Teacher Status. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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