

Queens Pre-School Nursery



QUEENS PRE SCHOOL DAY NURSERY, 170 Queens Road, Buckhurst Hill, ESSEX, IG9 5BD

Inspection date	13 October 2015
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

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

- Staff do not always use information from their observations to accurately shape the children's future learning experiences and to track their progress.
- At times, daily routines do not always support opportunities for younger children to lead their own play.
- Self-evaluation procedures and processes to monitor the delivery of the educational programmes, including assessments of children's learning and development, are not sufficiently robust to identify and target areas for improvement.

It has the following strengths

- Children benefit from a well-resourced, homely and stimulating environment.
- Children are happy and confident in the nursery and develop a sense of security in their surroundings.
- Staff establish strong and trusting partnerships with parents. They work closely with parents and other professionals to support children's individual care, development and learning needs.

What the setting needs to do to improve further

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

- | | Due Date |
|---|-----------------|
| ■ ensure ongoing assessment is consistently used to monitor and track the younger children's progress and inform the planning of challenging activities that sharply focus on their precise learning needs, therefore, helping them to make the best possible progress. | 11/12/2015 |

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

- review the organisation of routines, such as group activities, so that younger children's opportunities for sustained play are further encouraged
- develop procedures for self-evaluation to ensure targets for improvement are based on rigorous monitoring of practice and enhance processes to monitor the delivery of the educational programmes, including the assessments of children's progress.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Clair Stockings

Inspection findings

Effectiveness of the leadership and management requires improvement

The arrangements for safeguarding are effective. The provider and staff have a sound knowledge and understanding of safeguarding policies and procedures and are aware of their responsibilities in this respect. Detailed risk assessments cover all areas and staff undertake regular checks to ensure that the environment is safe and secure for children. The manager monitors staff performance, both informally through working alongside the staff and more formally through annual appraisals, to identify some training needs. The manager uses regular staff meetings to discuss and share any ideas and practice issues to further enhance the provision for children. However, defined targets for improvement have not yet been established. In addition, procedures to monitor the delivery of the educational programmes, including assessments of children's progress, are not sufficiently rigorous across all areas of their development. Consequently, any gaps in children's learning or areas where they may need extra support are not always clearly identified.

Quality of teaching, learning and assessment requires improvement

Staff observe children as they play and have a general overview of their development. However, they do not always effectively use this information to monitor and track younger children's progress against all areas of their development. Consequently, the planning of activities is not always sharply focused on younger children's precise learning needs. In spite of these weaknesses, children enjoy their time in the nursery and access a developmentally appropriate range of toys and resources covering all areas of learning. Older children demonstrate a positive approach to learning. They are listened to, supported to complete tasks, and engage in conversations with staff to enhance their language and understanding in activities. This helps to prepare them well for starting school.

Personal development, behaviour and welfare require improvement

Children share warm relationships with the approachable and friendly staff who know them well. However, at times, the routines of the nursery are not sufficiently flexible to give younger children time to develop their own ideas and become fully engaged in their play. Children learn about the needs and feelings of others through sharing, taking turns and helping others. Their behaviour is generally good, as the staff share consistent expectations and act as effective role models themselves. Complying with these expectations means children enjoy their nursery experiences and have some emerging skills to underpin their eventual move to school.

Outcomes for children require improvement

Most children at the nursery are working comfortably within the range of development typical for their age. However, inconsistencies in the assessment of younger children does not support them to make the best possible progress. Older children are prepared well with the skills and knowledge they require in readiness for school.

Setting details

Unique reference number	EY481056
Local authority	Essex
Inspection number	1029473
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	52
Number of children on roll	68
Name of provider	CHILDREN-FIRST INFO LTD
Date of previous inspection	Not applicable
Telephone number	0208 505 0005

Queens Pre-School Nursery was re-registered in 2014. The nursery employs 16 members of childcare staff, of whom eight hold appropriate early years qualifications at level 3 and above. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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