

# Queens Baby Nursery Children-First.Info



QUEENS BABY NURSERY, Queens House, Buckhurst Hill, IG9 5BX

<b>Inspection date</b>	9 February 2016
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	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:

- Monitoring procedures, including assessments of children's learning and development and staff performance, are not sufficiently robust to identify and target areas for improvement.
- Teaching strategies are too inconsistent to support the good progress of children, particularly in their language development.
- Staff do not always use information from their observations to accurately shape older children's further learning experiences and track their progress.
- Staff do not always help children to understand the importance of good hygiene practice as part of keeping healthy.

### It has the following strengths

- Children benefit from a well-resourced, homely and stimulating environment. They have access to the outside area in all weathers, which enhances children's development across all areas of learning.
- Staff in the baby room form especially warm relationships with babies, who demonstrate that they are happy and are developing a sense of security in their surroundings.
- Staff establish effective partnerships with parents. They work closely with parents 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:

	<b>Due Date</b>
■ improve teaching strategies in order to consistently give children sufficient time to put their thoughts into words, to further support their language development.	10/05/2016
■ ensure ongoing assessment is consistently used to monitor and track the older 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.	10/05/2016

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

- help children to develop their understanding of how good hygiene practices contribute towards their good health
- develop 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 manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as the self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small number 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. 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.

### **Quality of teaching, learning and assessment requires improvement**

Staff encourage children's development in early literacy as children are eager to share books with them, establishing children's interest in reading for pleasure and purpose. Staff pose questions to children to check their understanding. However, at times, less-experienced staff do not wait for their response, which limits children's opportunities to develop their thinking skills through their response. 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 older children's progress against all areas of their development. Consequently, the planning of activities is not always sharply focused on older children's precise learning needs. In spite of these weaknesses, children enjoy their time in the nursery and access a stimulating range of resources, both indoors and outside, covering all areas of learning.

### **Personal development, behaviour and welfare require improvement**

Meals are varied and nutritious and children are encouraged to make healthy choices. Staff take account of any allergies, and special dietary requirements are specifically catered for. Outdoor play is incorporated into the daily routine so all children spend time enjoying the fresh air. However, staff do not consistently support the development of younger children's personal care skills. 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 move to pre-school.

### **Outcomes for children require improvement**

Most children at the nursery are working comfortably within the range of development typical for their age. Children develop some of the key skills needed for the next stage in their learning. However, inconsistencies in the assessment of older children's progress do not help them to achieve their best.

## Setting details

<b>Unique reference number</b>	EY481058
<b>Local authority</b>	Essex
<b>Inspection number</b>	986153
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	0 - 2
<b>Total number of places</b>	27
<b>Number of children on roll</b>	42
<b>Name of provider</b>	CHILDREN-FIRST INFO LTD
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	02085055100

Queens Baby Nursery Children-First.Info was registered in 2015. The nursery employs 12 members of childcare staff. Of these, four hold an appropriate early years qualification at level 3 and two hold level 6. The nursery opens from 7.30am until 6.30pm, Monday to Friday, all year round, except for bank holidays and one week at Christmas.

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