

# Queens Pre-School Nursery



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

<b>Inspection date</b>	20 July 2016
Previous inspection date	13 October 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Significant improvements have been made since the last inspection. The leadership team have worked closely with external consultants and the local authority to thoroughly review practice and make many positive changes. As a result, the quality of the provision is good.
- Transition arrangements for children moving to school are exceptional. The current role play area is a classroom with school uniforms from the schools children will attend. Children visit their new school and staff skilfully take every opportunity to talk to children about their move to school.
- The newly developed outside area and the substantial changes to the building have improved the learning environment. As a result all children make good progress in their learning and development.

### It is not yet outstanding because:

- Staff do not plan group activities for the ladybird room, such as story time well enough.
- The arrangements for monitoring staff assessment of children's achievements and other management systems are sound, but they are still new, so it is too soon to understand their impact on staff practice.
- Mealtime routine for the younger children is not organised well enough to make sure that their play and learning is not disrupted.

## What the setting needs to do to improve further

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

- review and implement changes to story time activities for the ladybird group to make sure that staff maximise the learning and enjoyment
- review the mealtime routine to make sure that children's play and learning is not disrupted
- embed further the newly introduced systems for monitoring staff assessments and other management systems to develop teaching practice.

### Inspection activities

- The inspector held meetings with the registered provider and manager, and spoke to children, staff and parents at appropriate times during the inspection.
- The inspector looked at a range of documentation including children's records, records of the progress children have made and evidence of the suitability of staff working in the nursery.
- The inspector carried out a joint observation with the nursery manager to evaluate the quality of teaching.
- The inspector observed the quality of teaching and the support for children's learning during activities taking place both inside and outside.
- This inspection was carried out as a result of a risk assessment following information received about this provider.

### Inspector

Susan Brockhouse

## Inspection findings

### Effectiveness of the leadership and management is good

The owner and the management team provide strong and passionate leadership and management. Since the last inspection, they have introduced new systems for tracking children's learning. Staff use these confidently to record children's individual learning needs and achievements. The manager monitors all assessments to make sure any gaps in learning are quickly identified and swiftly acted upon. Regular team meetings, supervision sessions and development opportunities mean staff reflect on their practice and learn from networking with other professionals. The management team regularly review the service provided and takes into account the views of parents, children and staff. The arrangements for safeguarding are effective. Staff understand their roles and responsibilities in promoting children's welfare at all times.

### Quality of teaching, learning and assessment is good

Group story time and mealtime routines for children in the ladybird room are not planned or carried out as successfully as those in the other age groups. Despite this children of all ages make good progress. Staff have created an engaging and interesting environment, both indoors and out. They plan suitably challenging tasks to support their development further. Children actively explore the environment, make their own play choices and happily engage in all activities. They enjoy being creative and explore confidently using a range of tools. They investigate with sand and water, mixing them together, emptying and filling containers, and making marks with brushes. Staff skilfully explain mathematical concepts such as size, shape, volume and simple addition and subtraction. Parents share information about what their children are doing at home, and staff help them well to further extend their children's learning and development.

### Personal development, behaviour and welfare are good

The relaxed and happy atmosphere provided by staff means that children feel settled and secure. Staff know children well and adapt their care to their individual needs. They are good role models and manage children's behaviour effectively. Staff are calm and praise children appropriately throughout the day. They sit with children at snack and mealtimes, and use these opportunities to engage them in conversations about their home lives and talk about healthy eating. Children enjoy serving themselves at mealtimes and are willing to tidy up after activities. Staff teach children to keep themselves safe. When playing outside they fully understand that they must stand away from the gate when it is opened by staff to allow visitors in.

### Outcomes for children are good

All children are progressing well. They enjoy playing together, chatting about what they are doing, using conversation to talk about their families and also helping each other. Staff can demonstrate that they have liaised with parents and other relevant professionals in order to support children who are at risk of falling behind with their learning. All children show an eager disposition towards learning and are motivated and enthusiastic learners. Older children can correctly form letters that appear in their name, they develop good levels of confidence and independence and are well prepared for their move onto school.

## Setting details

<b>Unique reference number</b>	EY481056
<b>Local authority</b>	Essex
<b>Inspection number</b>	1056043
<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>	2 - 5
<b>Total number of places</b>	52
<b>Number of children on roll</b>	68
<b>Name of registered person</b>	CHILDREN-FIRST INFO LTD
<b>Registered person unique reference number</b>	RP533926
<b>Date of previous inspection</b>	13 October 2015
<b>Telephone number</b>	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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