

Queen Street Nursery and Pre-school

19 Queen Street, Penrith, Cumbria, CA11 7XF



Inspection date

11 October 2016

Previous inspection date

20 August 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- Children benefit from the small size of the group and the close support they receive from staff, who have an excellent understanding of their needs and interests. This helps children to feel safe and secure in the nursery and develop high levels of confidence.
- The visual environment is bright, vibrant and entirely personal to the children and families who attend. Children's art work fills the walls, providing them with a strong sense of self-worth and belonging. The interesting and thought-provoking displays are highly conducive to children's learning. Children make good progress.
- All partnerships in place are particularly well established and make a strong contribution to meeting children's needs. Staff are highly proactive in seeking out and sharing information with all involved in the care of the children. This collaborative approach effectively supports continuity in children's care and development.
- The management team and staff are excellent role models who have high expectations for all the children. Children behave extremely well. They play cooperatively and display exceptional levels of self-control in many situations.

It is not yet outstanding because:

- Staff do not always pay close enough attention to the physical environment to encourage younger children to become deeply involved in their chosen activities. Sometimes there are too many resources for children to choose from, which distracts them from concentrating as they play.
- The monitoring of staff practice is not sharply focused on how the already good teaching can be raised to an even higher level.

What the setting needs to do to improve further

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

- pay more precise attention to the physical environment to allow younger children to become even more deeply engaged in their learning
- enhance systems for monitoring staff skills that helps them develop an expert knowledge of teaching.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning, both inside and outside.
- The inspector carried out a joint observation with one of the managers of the nursery.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with one of the managers of the nursery.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff and a range of other documentation, including policies and procedures.

Inspector

Katie Sparrow

Inspection findings

Effectiveness of the leadership and management is good

The nursery is led and managed by a skilled and knowledgeable leadership team. Staff are well qualified and together, have a vast and varied experience of caring for children. The arrangements for safeguarding are effective. The manager and staff have a firm understanding of a wide range of safeguarding issues, including the procedures to follow if they needed to report concerns. Detailed monitoring of children's progress helps to ensure that any gaps in development are swiftly identified. Focused and ongoing planning helps to provide additional and well-targeted support. All staff work effectively as a team and have a shared drive and commitment to succeed. High-quality self-evaluation leads to the implementation of targeted development plans that help drive the continual improvement of the nursery. Funding for eligible children is well targeted and is used to help to close any gaps in achievement.

Quality of teaching, learning and assessment is good

Staff work together with parents to identify children's starting points as well as ongoing assessments of children's learning. Staff use their own detailed observations of children, along with information from parents, to successfully match planning to children's individual needs. The quality of teaching is strong. Staff join in sensitively with children's play and effectively support children to explore their ideas in depth. For example, following on from role play with the car garage, a member of staff suggests children write a list of things that need checking at the garage. Children eagerly begin to draw and make marks. They are challenged further as the member of staff suggests they write their name, providing excellent support for children's emerging literacy skills. Children who speak English as an additional language are supported well. They develop a good level of English through effective strategies implemented well by staff. Children enjoy using and exploring their home language throughout the nursery.

Personal development, behaviour and welfare are good

Children's physical and emotional well-being is given high priority. The well-established key-person system and tailored settling-in procedure means children settle quickly, develop secure attachments and rapidly grow in confidence. Children are widely independent and carry out a range of tasks during the daily routine. Staff support children's understanding of healthy lifestyles. They sit with children during snack and lunchtime and initiate conversations about healthy foods and why they are good for us. Children learn about safety during their everyday play. They enjoy using the tools during their role play and discuss how to use them safely.

Outcomes for children are good

All children, including those who speak English as an additional language, make good progress in their learning. Pre-school children are keen, motivated learners who become deeply engaged in their play. They show persistence in their learning and confidence in their 'can do' attitude. Younger children show strong emerging communication skills. They begin to form sentences and show good listening and understanding skills. They learn and develop a good range of skills in readiness for starting school.

Setting details

Unique reference number	317419
Local authority	Cumbria
Inspection number	1060897
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 4
Total number of places	20
Number of children on roll	31
Name of registered person	Mrs Tallentire and Mrs Tyson-Brown Partnership
Registered person unique reference number	RP527712
Date of previous inspection	20 August 2013
Telephone number	01768 890 692

Queen Street Nursery and Pre-school has been registered since 1993. The nursery opens Monday to Friday all year round. Sessions are from 8.30am until 5.30pm. The nursery provides funded early education for two-, three- and four year-old children. The nursery employs six members of staff. All staff hold an appropriate early years qualification. The nursery supports children who speak English as an additional language.

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