

Queens Park Academy Community Nursery

Queens Park Neighbourhood Centre, Marlborough Road, BEDFORD, MK40 4LE



Inspection date

2 March 2017

Previous inspection date

28 January 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

- The manager is confident, well qualified and efficient in her approach to leading the nursery. Supervision of staff is effective in supporting them to develop their professional skills. This contributes towards the high morale that staff show.
- Parents speak highly of the nursery. They like the ways that staff help them to support their children's learning at home, such as by sharing reading books. Parents also attend regular parents' sessions to talk about their children's development. This keeps them up to date with the progress that children make.
- Children are developing their literacy skills well. Older children are able to find their name and are starting to form letters as they write. Children of all ages take an interest in books. Younger children use interesting materials, such as cooked spaghetti. As they handle this they develop the small muscles in their hands in readiness for writing in the future.
- Children make particularly good progress in their physical skills. Staff help them to become independent and to acquire the self-help skills that they need to be able to meet their own needs.

It is not yet outstanding because:

- At times, activities and resources are not differentiated to provide the youngest children with the highest levels of choice, challenge and stimulation as they play.
- Staff do not always effectively help children to understand about taking turns and why at times, they cannot take part in some activities.

What the setting needs to do to improve further

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

- review the organisation of resources and support for the youngest children so they are able to more readily be involved in choosing activities that offer them challenge and stimulation relevant to their age
- encourage more ways for children to learn about taking turns, especially during small group, adult-led activities when children become eager to take part.

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 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. The inspector spoke to staff and children throughout the inspection.

Inspector

Hayley Marshall-Gowen

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The nursery manager is aware of relevant local child protection issues and is well informed about the work of the Local Safeguarding Children Board. Staff undertake regular safeguarding training. They can refer to the safeguarding card contained within their identification badge for information about how to report any concerns about children's welfare. The nursery staff have strong links with other professionals, such as children's centre staff, to help to support children and their families. The nursery is managed by the leadership team of the host school. Together, staff effectively exchange information to support children to experience a smooth move on to school.

Quality of teaching, learning and assessment is good

The vast majority of the children who attend the nursery speak English as an additional language. Staff are quick to recognise when children have a delay in their communication and language skills. Children take part in small-group activities to help them to become more confident talkers and listeners. Staff have conversations with children and extend their understanding in different ways, such as singing songs, introducing them to new words and repeating familiar words. Children are confident to use mathematical language in their play. They hold up different sizes of dough and state whether it is big or small. Staff encourage children to count as they line up and race each other in the garden. Children play with sand and mud as they enjoy experiencing the changing seasons and weather as they learn outdoors. Children for whom the nursery receives additional funding are making consistently good progress in their development. Staff identify areas where children need most support and plan next steps to help them to move forward in their learning.

Personal development, behaviour and welfare are good

Staff remind children about how to behave and keep themselves safe. They are calm and consistent in their approach. Staff support children who need extra help with understanding their emotions. Children eat nutritious meals and make choices about what they like and how much they want to eat. They sit together and talk with staff during the sociable occasion of lunchtime. Children show their close attachments to their key person. They cuddle up to them if they are upset and readily accept affection.

Outcomes for children are good

Children make good progress in their learning, relevant to their individual starting points. They enjoy their play and use their imagination and developing physical skills, for example, as they cut up real vegetables in the home corner to make pretend soup. Children who speak English as an additional language are developing into confident talkers who increasingly use English to express themselves. Children who have special educational needs and/or disabilities receive good, individualised support, which helps them to take part and join in with activities. Children are successfully developing the skills they need in readiness for moving on to school.

Setting details

Unique reference number	EY451998
Local authority	Bedford Borough
Inspection number	1066223
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	1 - 4
Total number of places	57
Number of children on roll	73
Name of registered person	Queens Park Academy
Registered person unique reference number	RP531885
Date of previous inspection	28 January 2013
Telephone number	01234 261703

Queens Park Academy Community Nursery was registered in 2012. The nursery employs 11 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3 or above, including the manager and pre-school leader who hold a relevant degree. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports a number of children who speak English as an additional language, and those who have special educational needs and/or disabilities.

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