

# Queen Mary Nursery

Queen Mary Nursery, Middle Hill, Aldershot, Hampshire, GU11 1PL



## Inspection date

5 July 2018

Previous inspection date

14 July 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

## Summary of key findings for parents

### This provision is inadequate

- Staff's knowledge and understanding of their safeguarding responsibilities are weak and compromise children's safety. Not all staff know how to identify all signs that a child may be at risk, including from extreme views, or what to do if they have concerns.
- The leadership team and staff fail to ensure that all children are kept safe from harm from the poor behaviour of others. Leaders do not address the poor quality of teaching and staff fail to act responsibly to meet the individual needs of the children.
- Staff's management of children's challenging behaviour is inconsistent. They do not help children in the main building learn how to manage their feelings and behaviour is poor.
- Leaders have failed to ensure that all staff have sufficient support, supervision and training to fulfil their roles and responsibilities. They do not monitor children's progress carefully or put swift interventions in place to help them catch up in their learning.
- Parents do not get an accurate picture of their child's day to help them support their emotional well-being at home. Staff do not have information about who has parental responsibility for the children. Self-evaluation is weak and fails to support improvement.
- The quality of teaching is inconsistent. Some staff's teaching does not engage children or offer suitable challenge. Staff do not plan or deliver activities well and consistently miss opportunities to help children make good progress in their learning.

### It has the following strengths

- Children in the baby unit benefit from toys and activities that provide them with interest.

## What the setting needs to do to improve further

### The provision is inadequate and Ofsted intends to take enforcement action

We intend to take steps to suspend registration and will issue a Welfare Requirements Notice requiring the provider to:

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ ensure all staff, including those new to the provision, know how to identify possible signs that a child may be at risk of harm and understand how to implement the nursery's safeguarding policy and procedures in the event of a concern about a child's welfare</li> </ul>	31/07/2018
<ul style="list-style-type: none"> <li>■ ensure that staff are deployed effectively to keep children safe and meet their individual needs</li> </ul>	15/08/2018
<ul style="list-style-type: none"> <li>■ ensure staff implement appropriate and consistent behaviour strategies for all children to help them learn right from wrong and manage their own feelings</li> </ul>	15/08/2018
<ul style="list-style-type: none"> <li>■ provide effective supervision, support, coaching and training to ensure staff fulfil their roles, and in order to promptly identify and address gaps in their learning to raise the quality of teaching and outcomes for children</li> </ul>	31/07/2018
<ul style="list-style-type: none"> <li>■ ensure parents are given an accurate account of how their children have been during the day</li> </ul>	15/08/2018
<ul style="list-style-type: none"> <li>■ record sufficient information about each child, including information about who has parental responsibility for them</li> </ul>	31/07/2018
<ul style="list-style-type: none"> <li>■ ensure all staff have secure knowledge of 'Prevent duty guidance' to recognise signs that a child may be at risk from extreme views.</li> </ul>	31/07/2018

### To meet the requirements of the early years foundation stage the provider must:

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ plan challenging and enjoyable experiences that cover all the areas of learning and development effectively, taking account of the individual needs, interests and stage of development of each child, including those who need more support</li> </ul>	15/08/2018
<ul style="list-style-type: none"> <li>■ monitor individual and groups of children's progress effectively, to swiftly identify and target weaker aspects of children's learning, to improve outcomes for all children.</li> </ul>	15/08/2018

## Inspection activities

- The inspectors observed activities and children's involvement in the nursery play area and outside.
- The inspectors asked staff questions about their work and one of the inspectors undertook a joint observation with the deputy. The inspectors spoke and interacted with children during the inspection.
- The inspectors took account of the views of parents on the day of the inspection and questionnaires from a recent survey and considered these.
- The inspectors looked at and discussed documentation in relation to safeguarding, risk assessments, behaviour management and complaints.
- The inspection was carried out following the risk assessment process.

### Inspector

Tracy Bartholomew

## Inspection findings

### **Effectiveness of the leadership and management is inadequate**

The arrangements for safeguarding are ineffective. Staff do not have a suitable understanding of child protection procedures and are not aware of the referral systems if they have a concern about a child's welfare. Staff are not deployed effectively to maintain children's safety and do not offer reassurance to them to help them feel safe. For example, some children's behaviour upsets, scares and intimidates others, resulting in too many children being hurt during the day. Poor behaviour often goes unnoticed by staff and on too many occasions staff fail to take action to minimise or prevent incidents and accidents happening. For example, staff take no notice of a child calling out for help as they struggle to remain on the climbing frame as they are being pushed and hit by another child. The leadership team and staff's poor practice significantly compromises children's safety. The leadership team is aware of behavioural issues in the older children's rooms. Despite leaders offering staff training on how to manage children's actions, they have failed to make changes promptly to ensure children are not at risk of harm from other children. Leaders have suitable recruitment processes in place. Although management and staff evaluate the provision, they do not reflect effectively and fail to identify breaches of requirements and weaknesses in practice. Leaders have just started to offer some supervision and appraisals. However, these are ineffective in helping staff to improve their practice and in ensuring teaching and planning are effective to meet the children's individual learning needs. Staff in the older rooms do not effectively share accurate information with parents on how their children have been during the day. This does not help them to support children's personal and emotional development or support collaborative working. Leaders do not obtain details of who has parental responsibility. At the inspection, some parents commented that children's behaviour and the management of this are a concern. Partnerships with others involved in children's learning and care are developing.

### **Quality of teaching, learning and assessment is inadequate**

Most staff are qualified. However, the quality of teaching is often poor at meeting the needs of the children attending, especially in the older toddler room and pre-school room. For instance, staff are not effectively deployed and spend a lot of their time negotiating with individual children who hit and kick others rather than supporting children with the skills needed to develop and learn effectively. Staff fail to provide good-quality teaching and do not engage children in purposeful play. For example, staff plan a range of activities for the children; however, these are not consistently matched to the children's individual learning needs. For instance, in the baby room, staff plan activities to help support children's mark-making skills, despite some children needing to develop their language skills. Staff working with older children do not successfully sustain children's concentration during activities. Children do not gain the key skills in readiness for their next stage in learning. Overall, staff generally observe children's learning and track some of their progress. However, leaders do not monitor children's progress records effectively to help swiftly close the gaps in learning.

**Personal development, behaviour and welfare are inadequate**

Weaknesses in leadership have a significant impact on children's personal development and compromise their well-being. Some children are not and do not feel safe at the nursery as staff are not vigilant enough to minimise poor behaviour. For example, older children spit and smack other children and staff consistently. Staff fail to provide an orderly environment for older toddlers and pre-school-aged children. They do not give children clear messages to help them understand about appropriate behaviour. For instance, staff are not vigilant and do not notice when children throw heavy equipment around, which often places other children at risk of harm. Procedures are in place for recording accidents, incidents and poor behaviour; however, staff do not always follow these. Information sharing with parents is weak, especially for those in the toddler and pre-school rooms. For example, parents are not given a truthful picture of how their children have been during the day to support them effectively at home. Younger children are generally offered appropriate support as they play and separate from their parents. Children play in a clean environment and benefit from healthy lifestyles practices, such as washing their hands before mealtimes.

**Outcomes for children are inadequate**

Children's welfare and health needs are not sufficiently supported by staff, which has a negative impact on children's enjoyment and the progress they make. Children with behaviour difficulties are poorly supported and consequently lack the motivation to join in activities. Some children are at risk of falling behind further in their learning due to the lack of staff support. As a result, children are not making the best possible progress in their learning and not gaining the skills they need in readiness for school.

## Setting details

<b>Unique reference number</b>	EY447668
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	1140012
<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, Voluntary Childcare Register
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	63
<b>Number of children on roll</b>	58
<b>Name of registered person</b>	Aldershot Garrison Pre-School Settings
<b>Registered person unique reference number</b>	RP531671
<b>Date of previous inspection</b>	14 July 2016
<b>Telephone number</b>	01252324042

Queen Mary Nursery registered in 2013. It is one of four settings owned and managed by the trustees of Aldershot Garrison Pre-school Settings. The provision is situated on Ministry of Defence property in the garrison town of Aldershot, in Hampshire. The nursery is in receipt of funding for the provision of free early education for children aged three and four years. It is open each weekday from 7.30am to 6pm all year round, except for bank holidays and a week at Christmas. The nursery employs 22 members of staff, of whom, two hold qualified teacher status, one holds a relevant qualification at level 4, 13 hold qualifications at level 3 and one is qualified at level 2.

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