

Queens Gardens Childcare Centre

Queens Gardens Site, Wilberforce Drive, Hull, North Humberside HU1 3DG



Inspection date	5 September 2018
Previous inspection date	26 August 2014

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

The provision is good

- The experienced manager and her qualified team strive hard to provide a high-quality service for children and families. They have a clear vision and constantly implement positive changes. Parents' views are gathered and used in the process.
- Staff know the children very well and plan effectively to meet their individual learning needs, overall. The nursery is well resourced with stimulating equipment indoors and outdoors. Children play with interest, and teaching in the toddler room is strong.
- Children have made strong attachments with staff. There is an effective key-person system. Children are well supported by staff as they settle into the nursery, move through the rooms as they get older and then transition on to school.
- The manager and her team work closely with parents, the college staff and management and other professionals to help ensure all children receive the best support possible to make good progress.
- Staff work well with parents and other professionals to support children who have special educational needs and/or disabilities and children who speak English as an additional language.

It is not yet outstanding because:

- Play, routines and activities are not robustly extended to ensure that older children are offered consistently high levels of challenge.
- Support for older children's growing understanding of the need for safety and managing some risks to help them negotiate and solve problems for themselves is not as highly promoted by all staff.

What the setting needs to do to improve further

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

- extend older children's thinking during their play, routines and activities to challenge them even further so that they make the very best possible progress
- enhance older children's understanding and awareness of safety, risk and consequences to help them negotiate and solve problems themselves.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning. She spoke to children and staff throughout the inspection.
- The inspector looked at children's assessment records and the planning documentation. She also discussed children's progress with the manager, staff and parents. She carried out a joint observation with the manager.
- The inspector had a tour of the areas used. She held meetings with the management team at appropriate times during the inspection. The inspector also discussed the nursery's self-evaluation.
- The inspector looked at evidence of the suitability of staff, including qualifications and training certificates. She also looked at a selection of the nursery's policy documents, including the safeguarding policy and procedures and risk assessments.
- The inspector took account of the views of parents through discussion and their written feedback.

Inspector
Caroline Stott

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a good understanding of what to do if they have a concern about a child's welfare, and they regularly refresh their knowledge of safeguarding procedures. They are supported well by the management team. For example, they attend staff meetings, have regular supervisory meetings and complete observations on each other's practice. Staff access regular training opportunities to develop their knowledge further. The management team tracks children's progress to make sure that any gaps in children's learning are quickly addressed. Partnerships with other professionals are in place. For example, staff invite teachers into the nursery as children prepare to leave for school.

Quality of teaching, learning and assessment is good

Overall, the quality of teaching is good. For example, staff in the toddler room read a story and then hesitate at the end of a sentence. This encourages toddlers to join in and finish words, and helps enhance their vocabulary. Staff develop children's mathematical skills well as they ask toddlers how many bricks they want to add in their play. Older children enjoy role play in the play kitchen, and staff help them to name and count the play food. Staff play alongside children and support them to talk about past experiences. Children communicate confidently, speak clearly and listen to others well. Babies explore sand with staff close by demonstrating pouring and filling that promote sensory play and motivate their further interest.

Personal development, behaviour and welfare are good

The nursery has a friendly feel, and children and families are warmly welcomed. Staff discuss children's needs with parents, which helps to provide a consistency of care. For example, breastfeeding mothers are welcomed and sit in the baby room or can access a separate room for privacy. Children behave well. They follow instructions and are familiar with the daily routines. Staff encourage toddlers to share resources and take turns well. Staff are good role models and help toddlers learn about their emotions. Staff sensitively reassure children if they become a little unsettled.

Outcomes for children are good

All children progress well from their individual starting points. They are active and make independent choices about what they would like to do. Children are confident learners who are interested in the stimulating environment around them. Older children recognise and attempt to write their names. Toddlers discuss their imaginary play and link to their own past outings. Babies enjoy looking at and feeling textured books. This helps support children's communication and literacy skills well. Children are well prepared for their next stage in learning.

Setting details

Unique reference number	EY266947
Local authority	Kingston Upon Hull City Council
Inspection number	10059567
Type of provision	Full day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 5
Total number of places	37
Number of children on roll	56
Name of registered person	Hull College Group
Registered person unique reference number	RP902772
Date of previous inspection	26 August 2014
Telephone number	01482223646

Queens Gardens Childcare Centre registered in 2004. It is managed by Hull College and is part of the main college building in the centre of Hull. It employs 10 members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or 4. The Childcare Centre is open term time only from 8am to 5.45pm, with the exception of bank holidays. It provides funded early education for two-, three- and four-year-old children.

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