

Inspection of Christchurch Kindergarten @ Queensbury

Queensbury Methodist Church, 142 Beverley Drive, Edgware, Middlesex HA8 5ND

Inspection date:

17 November 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children eagerly arrive at the nursery. They separate from their parents well and join in with the activities offered. Staff provide a warm, safe and welcoming environment for all children. Children develop strong relationships with staff, who effectively promote their well-being. Staff teach children the language of feelings and introduce relaxing breathing techniques. They comfort children with cuddles to help them feel safe. Consequently, children display positive behaviour and treat others well.

Children happily take part in activities of their choice. However, some staff do not consistently sequence children's learning effectively. They plan activities that are too advanced for the children. For example, they introduce phonics sessions to children who are not able to understand the concept. Although children have some opportunities to be independent, staff do not always help them to gain skills to prepare for their transition to school. For example, staff, sometimes, take over and do not challenge children to put their coats on before they go outside. Children have positive attitudes to learning. They show high levels of involvement in activities of their choice. For example, children engrossed in a mark-making activity persist for extended periods of time. Pre-school children enjoy building with wooden blocks and talk about ways of helping a farm animal who got injured by a heavy block, showing empathy and care.

What does the early years setting do well and what does it need to do better?

- Leaders know that children's needs have changed during the COVID-19 pandemic. They have a clear intent of what they want children to learn. The provider uses funding to obtain resources to enhance children's experiences.
- Staff work with parents, and partner agencies to ensure that children's needs are identified and planned for in a timely manner. However, some staff do not have a clear understanding of how children learn and how to implement the curriculum, in order to support children's progress effectively.
- Staff do not always use careful sequencing to help children to build their learning over time. Consequently, children's skills and knowledge are often missing needed depth. For example, staff attempt to teach numbers beyond five to children who do not have a strong grounding in numbers one to three.
- Children enjoy a wide range of books. Some children enjoy sitting and looking at books, others listen to stories being read to them. Staff support children's love for reading by lending books to take home and encouraging parents to read to their children on a regular basis.
- Staff help children develop the strength and coordination needed for writing. For example, younger children use chalk to make marks on the ground. Some older children develop good pencil control and create detailed drawings. Furthermore,

some children use one handed tools, such as scissors, with great confidence. Staff promote children's physical development. They encourage children to run and jump, as well as to use one handed tools and mark-making materials.

- Staff feel valued and appreciated. However, leaders do not always focus well enough on monitoring and assessing staff teaching in order to ensure consistency of practice.
- The interactions between staff and children are warm and positive. Children behave well and show confidence in social situations. For example, some children approach the inspector and have short conversations with her.
- The outdoor area is used well. Children make choices to play indoors or outdoors. Children enjoy riding bikes and play with sand and water as they joyfully join in and explore resources on offer. Children share the space and resources fairly and happily alongside one another. For example, they take turns to use wheeled toys.
- Children's dietary requirements are met during well-supervised mealtimes. The provider ensures that the packed lunches that children bring contain healthy food.
- Parents are happy with the care provided by the staff. They access information via an online application and during collection and drop off times. Parents praise the caring and loving staff team. They feel engaged in their children's development.
- Staff do not provide enough opportunities for children who speak English as additional language to use and hear their home language. Leaders do not recognise the benefit of being able to use both languages, to help children enhance their communication skills.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff understand their roles and responsibilities in keeping children safe. They can identify signs and symptoms of when a child may be at risk of harm and understand how to report concerns and allegations. Staff hold paediatric first-aid certificates. This ensures that staff are able to care for children in the event of an accident or incident. Daily safety checks ensure a safe place for children to play. The provider has robust recruitment arrangements in place to ensure that staff working with children are suitable for their roles.

What does the setting need to do to improve?

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

- improve the quality of education so that all staff support children to use their home language to enhance their communication and language development
- monitor practice and provide relevant support to staff to improve their

implementation of the curriculum

- expand on the opportunities to promote children's independence with their personal care skills.

Setting details

Unique reference number	EY475090
Local authority	Brent
Inspection number	10213911
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	1 to 4
Total number of places	28
Number of children on roll	27
Name of registered person	Christchurch Kindergarten Childrens Nursery Limited
Registered person unique reference number	RP900224
Telephone number	07943 921056 or 07962 003154
Date of previous inspection	8 September 2016

Information about this early years setting

Christchurch Kindergarten @ Queensbury registered in 2014. It is situated in the London Borough of Brent. The nursery is open from 8.30 am to 2.30 pm during school terms, and operates five days a week. The provider receives funding to offer free early education for children aged two, three and four years. The provider employs four members of staff, who all hold relevant early years qualifications ranging from level 2 to level 6.

Information about this inspection

Inspector
Agnes Wink

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector carried out the joint observation of a communication and language activity with the manager and provider.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- Children and staff communicated with the inspector during the inspection.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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