

Inspection of Queen Street Nursery and Pre-school

19 Queen Street, Penrith, Cumbria CA11 7XF

Inspection date:

5 October 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children arrive happy and confident, saying goodbye to their parents at the door. Practitioners say how well this new system is working, as it gives children more independence on arrival. Children take their own coats off and identify their written name on the way into the small, homely environment. Older children are invited to have a go at writing their name, using the name card they collected on their way in.

Children show genuine kindness towards each other. They roll each other's sleeves up when washing their hands and ask questions such as, 'are you ok?'. Children establish strong bonds and feel safe with all practitioners, as well as their key person. This enables children to become confident learners who thrive in each stage of their learning.

Children, alongside practitioners, are engaged in activities based on their individual interests. For example, a role-play doctor's area is set up in response to older children attending the doctor's. This means the children can learn based on their own personal curiosity. Children make good progress across their learning and development. Practitioners have high expectations for all children, including those with special educational needs and/or disabilities (SEND). All children make continued progress from their starting points.

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

- Leaders and practitioners know children and their families well. This enables them to plan a curriculum that is both effective and engaging. This is implemented through the interests and needs of children. For example, children with an interest in cars develop their mathematical knowledge as they see and say the numbers written on the cars. This helps them to count and recognise digits.
- Leaders and practitioners have a good understanding of what children know and what they need to learn next. Regular assessment informs their teaching and the planning of next steps for all children. The staff team meet regularly to discuss children's progress and ways to improve their practice. This helps children to develop the skills they need for the next stage in their development.
- Practitioners interact well with children and chat as they join in with their play. For example, they talk about their own experience at the doctor's as children talk about theirs. This gives children the opportunity to build on the language they already have.
- Leaders and practitioners have created an indoor environment that supports the intent of their curriculum. The resources available meet the children's needs and promote their next steps in learning. However, the curriculum for the outdoor area is not consistently implemented throughout the year. For instance, during

the winter months children have less access to the outdoor area and fewer opportunities to engage in purposeful learning outside. This particularly hinders the development of children who prefer to learn outdoor.

- Parents feel valued and involved in their children's learning. Practitioners provide ideas based on children's next steps to complete at home. Practitioners then encourage children to share their experiences. For example, they bring the conkers, leaves and acorns found on a suggested autumn walk to nursery, to share with their peers. This provides extended learning opportunities within the nursery.
- Leaders and practitioners promote healthy choices within the nursery. Each morning children start their day with a physical activity to wake up their bodies. Leaders and practitioners work in partnership with parents to ensure children who are staying all day have a healthy packed lunch.
- Overall, there are systems in place for staff supervision and appraisals. There is a strong focus on staff well-being and leaders and staff have good relationships. However, although staff practice is observed, they do not always receive accurate feedback to help improve their skills and knowledge further. Consequently, there are minor weaknesses in the quality of education.
- Well-established routines and high expectations of behaviour are securely embedded. This helps children feel safe, happy and confident to follow instructions. For example, children begin to put resources away as they hear the tidy- up song in preparation for snack time.

Safeguarding

The arrangements for safeguarding are effective.

All leaders and practitioners have a strong understanding of the safeguarding policy and how this is implemented within the setting. All staff are confident in identifying any safeguarding concerns and what to do in these instances. They know the steps to take if they were concerned about the conduct of a colleague. Children are taught ways to keep themselves safe. For example, the fire procedure is discussed every morning. Staff are effectively deployed ensuring children are well supervised.

What does the setting need to do to improve?

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

- implement the outdoor curriculum more consistently throughout the year to further support children who prefer to learn outdoors
- provide staff with accurate performance feedback to raise the quality of education to a higher level.

Setting details

Unique reference number	317419
Local authority	Cumbria
Inspection number	10231378
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	20
Number of children on roll	24
Name of registered person	Mrs Tallentire and Mrs Tyson-Brown Partnership
Registered person unique reference number	RP527712
Telephone number	01768 890 692
Date of previous inspection	11 October 2016

Information about this early years setting

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.

Information about this inspection

Inspector

Laura Fradsham

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 nursery.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation.
- Parents shared their views of the setting with the inspector.

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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