

# Inspection of St Osmunds Community Nursery Ltd t/a Queensbrook Childrens Nursery

Bolton Technology Exchange, Unit 12-13 Queensbrook, Spa Road, Bolton BL1 4AY

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Inspection date: 19 January 2023

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<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 eagerly enter this nursery, greeted by caring staff, who help them to settle and feel comfortable. Children are keen to take part in the activities that staff provide for them. They mix their own paint, scooping the powder with great accuracy. They add water and then talk about needing more powder, as it is 'too runny'. They scream with excitement as they mix the colours together and make purple. Younger children eagerly hunt for insects in the garden. They look carefully under logs to see what they can find. All children, including those with special educational needs and/or disabilities, make good progress in their learning.

Children across the nursery demonstrate high levels of confidence. They are supported to be independent by the responsive staff. Older children put on their own coats and wellington boots. As they arrive each day, they write their name on the registration board. Younger children are encouraged to feed themselves and to help to clear away after mealtimes. Children are independent and self-assured.

Children have formed strong, caring relationships. They are provided with many opportunities to talk about their feelings. Staff regularly name emotions, and children recall a time that they felt 'scared' and 'brave'. Children play cooperatively, and lots of giggling can be heard. Older children solve their own conflicts by stating that they do not like it when their brick tower almost gets knocked over. Children demonstrate an understanding of the expectations and are able to remind others of why these rules are in place.

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

- Children spend long periods of time exploring books. They turn the pages carefully and, as they point to the pictures, they predict what will happen. They excitedly show other children their favourite pages. Older children act out their favourite stories. They build a 'tall' house with foam bricks and then 'huff' and 'puff' as they blow the house down. Younger children snuggle up with staff as they enjoy a book together. Children have developed a love of stories.
- Babies have space to crawl and explore the environment. Older children use their strength to carry heavy tubes and stretch up high to build a 'house for the three little pigs'. Children proudly show their skills as they balance on one hand and one leg. Children show great determination as they pedal on bikes. Staff encourage them to push with their feet. They beam with pride as they manage to pedal without help. Children's physical skills are developing well.
- Leaders are clear on what they want children to learn. They ensure that staff have access to professional development to support them to understand and implement the intended curriculum. However, the knowledge that staff gain from this is not always used consistently in their practice, particularly when

interacting with children in their play.

- Leaders recognise the importance of supporting children's communication and social skills. However, they have not ensured that the routines and organisation in all rooms promote this consistently. For example, when staff carry out activities with children, they do not consider the impact of noise levels on children's concentration. Furthermore, not all staff support children's understanding of routines and expectations at mealtimes.
- Parents are very complimentary about this 'fun' and 'nurturing' nursery. They value the regular communication they receive regarding their children's development. Parents are provided with ideas to support their children's development at home. They state that they have seen progress in their children's confidence and communication skills since they started at nursery. Parents state that their children have 'flourished'.
- Staff skilfully support children's understanding of early mathematical concepts as children play. As younger children build with blocks, staff introduce word such as 'big' and 'bigger'. Staff provide objects such as scales to help to spark curiosity about mathematics. Children recall when they brought in pumpkins from home and weighed them. They talk about how heavy their pumpkin was and say that 'it went all the way to number 2 on the scales'. Children's mathematical skills are developing well.

## Safeguarding

The arrangements for safeguarding are effective.

The manager is aware of her role and responsibilities as designated safeguarding lead. She ensures that staff have access to safeguarding training. Staff have a good understanding of how to keep children safe. They are clear about their roles in reporting any concerns about children's welfare or the conduct of staff. Staff supervise children well, and leaders monitor the environment closely to identify any hazards and to maintain a safe learning environment. Procedures for accidents and injuries are well understood by staff. Managers monitor accidents carefully, to help them assess risk effectively. Children are taught how to safely use knives as they cut up fruit.

## What does the setting need to do to improve?

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

- support and extend children's learning by ensuring that staff's interactions with them consistently build on what children know and can do
- strengthen the organisation of the daily routines to further support children's learning.

## Setting details

<b>Unique reference number</b>	EY430878
<b>Local authority</b>	Bolton
<b>Inspection number</b>	10271642
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	56
<b>Number of children on roll</b>	42
<b>Name of registered person</b>	St Osmunds Community Nursery Limited
<b>Registered person unique reference number</b>	RP903382
<b>Telephone number</b>	01204 776582
<b>Date of previous inspection</b>	11 December 2018

## Information about this early years setting

St Osmunds Community Nursery Ltd t/a Queensbrook Children's Nursery registered in 2011 and is located in Bolton. The nursery employs 11 members of staff. Of these, 8 members of staff hold appropriate early years qualifications at level 2 and above, and the provider holds early years professional status. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Rebecca Weston

## 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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual, who is also the manager, about the leadership and management of the nursery.
- The manager and the inspector carried out a joint observation of a group activity.
- Parents shared their views of the nursery with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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