

Inspection of Queens Park Community Nursery

Queens Park Community Nursery, Marlborough Road, Bedford MK40 4LE

Inspection date: 6 February 2023

Overall effectiveness	Inadequate
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The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is inadequate

Weaknesses in the safeguarding and welfare requirements mean that children's safety is not assured. Children do not receive a good-quality education. They enter nursery confidently and make some choices in their play. However, there is not enough structure throughout the day or clear guidance from staff for children to understand what is expected of them or what is happening next.

At times, children wander around with no focus. They climb on tables or throw pens onto the floor with no purposeful learning taking place. The mix of age ranges in the rooms hinders the quality of teaching. For example, staff ask babies questions that are too advanced for them. Older children do not experience enough opportunities to embed new skills, such as being able to pour their own drinks. There is little engagement from staff that builds and extends on children's communication skills. For example, as children play in the mud or sand tray, staff play next to them but provide limited interaction.

Children regularly play outside. The garden area is attractive, and children have access to a range of natural resources. They scoop and dig in the mud and balance on wooden obstacles. This helps to develop their physical skills. Young children spend time climbing stairs, and older children steer bicycles with control.

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

- The provider has failed to ensure that staff deploy themselves effectively. As a result, an incident occurred where a child was able to open and exit a door to a communal area without staff noticing. Furthermore, on the day of inspection, staff failed to position themselves to support children's routine and learning effectively.
- Due to many recent staff changes, the team does not work together consistently well. The management team has an accurate view of the challenges that building a new team brings. However, their action plan has not had enough time to bring about meaningful change. For example, despite training being delivered about 'Prevent' duty, not all staff have a consistent understanding of this. Managers meet with staff regularly to support their professional development. However, this is not improving teaching skills effectively enough.
- Staff do not have a secure knowledge of how to support children's learning well. They do not plan learning to build on what children already know and can do. Staff fail to support children's communication and language skills successfully so that children develop their language and social skills to a good level. Furthermore, they do not plan the environment in an organised way. For example, when children want to play in the sand tray, there are too many items in the way for them to use the scoops effectively.

- Staff do not manage children's behaviour in an age-appropriate way. On the day of inspection, they used physical intervention, such as lifting children who climb on tables. Staff do not explain to children why they need to change their behaviour. This means that children fail to learn what is socially acceptable.
- Children with special educational needs and/or disabilities (SEND) are supported. The special educational needs coordinator has a clear overall knowledge of this group of children. However, staff do not provide children with effective support while working directly with them. As a result, children with SEND are frequently disengaged.
- There are some instances of strong teaching, but this is not consistent across the staff team. Confident staff sing songs to children, encouraging them to count. Some staff actively join in play with children. They role play buying ice creams from the shop, checking children's recall and understanding by asking them what type of ice cream they have ordered. This helps to develop children's imagination.
- The nursery caters for children's dietary needs well and provides fresh, nutritious meals throughout the day. Nappy changes are carried out hygienically. When washing hands, staff sing songs that encourage children to gain an awareness of healthy habits, making it a fun learning experience.
- Parents are satisfied with the service provided. As a result of conversations with staff about their child's day and information provided through the electronic learning journal, parents comment that they feel informed about their child's day.

Safeguarding

The arrangements for safeguarding are not effective.

Children's well-being is undermined because not all staff have sufficient knowledge of safeguarding issues such as 'Prevent' duty. Not all staff are aware of the possible signs linked to female genital mutilation. Although safeguarding training for these issues has been delivered, both online and face to face, it is not embedded effectively. However, staff do have suitable knowledge of basic safeguarding concerns and know to report these concerns to the appropriate agencies. Designated safeguarding leads handle concerns appropriately when they are reported.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
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ensure staff deploy themselves effectively to support children's safety and learning	24/02/2023
train staff to understand the safeguarding policy and ensure they have up-to-date knowledge of safeguarding issues, including female genital mutilation and 'Prevent' duty	24/02/2023
ensure staff manage children's behaviour in ways that are appropriate to their age and stage of development	24/02/2023
ensure the performance management programme helps staff to improve the quality of their interactions with the children	24/02/2023
plan and implement a challenging and enjoyable learning experience, including promoting the needs of children with SEND	31/03/2023
ensure staff give children a language-rich experience to build on their communication and language skills.	31/03/2023

Setting details

Unique reference number	2603539
Local authority	Bedford
Inspection number	10277516
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	1 to 5
Total number of places	28
Number of children on roll	28
Name of registered person	One YMCA
Registered person unique reference number	RP904332
Telephone number	01234261703
Date of previous inspection	Not applicable

Information about this early years setting

Queens Park Community Nursery registered in 2020. The nursery opens Monday to Friday, all year round. Sessions are from 8am to 6pm. It employs seven early years staff, four of whom hold appropriate early years qualifications at level 3 or above. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Elke Rockey

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 manager and has taken that into account in their evaluation of the provider.
- This inspection was carried out as a result of a risk assessment, following information we received about the provider.
- The inspector held a meeting with the manager and the head of youth and children's activities and discussed the operation of the nursery and their ambitions for the children. The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 of a spontaneous activity.
- The inspector spoke to several parents during the inspection and took account of their views.

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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