

# Inspection of Princess Louise Pre School Nursery

c/o The Isabella Centre, Ogle Drive, BLYTH, Northumberland NE24 5JF

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Inspection date:

15 March 2023

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## **Overall effectiveness**

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## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Good**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Outstanding

## What is it like to attend this early years setting?

### The provision requires improvement

The manager and staff know what they want children to learn. However, they do not always plan appropriate activities for children's age or stage of development. Not all routines support the needs of the younger children and they lose interest in activities as a result of this. Despite weaknesses in planning, staff set up the areas in the room to support learning. For instance, they provide opportunities, inside and outside, for children to develop their muscle skills in preparation for early writing. Children are happy in the nursery. They leave their parents happily and play with their friends.

Older children concentrate well as they play in the paint or paint the walls outside. Staff generally have high expectations for children's learning. Older children learn to count the children in their group. They begin to recognise numbers to 10. Some children begin to learn how to combine two sets of numbers together. This helps them to develop the skills they need for school. Children learn how to keep themselves safe. For example, they move around the room safely. Children begin to learn how to handle scissors. The manager helps them to learn how to hold scissors and talks to them about the dangers of holding them close to hair and faces.

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

- The manager and staff have a generally good understanding of what they want children to learn. However, they do not focus sufficiently on children's individual stages of development or interests when planning the activities that children choose from. For example, activities that focus on the topic of 'The Three Little Pigs' are too hard for some children, particularly the younger two-year-old children. This has an impact on some children's learning.
- Sometimes, staff do not consider the needs of the two-year-old children sufficiently when planning the nursery routines. For example, children spend a long time sitting for register and then snack. This is too long for younger children. They struggle to focus and become bored as they wait for their food.
- Staff give children clear messages about how they can keep themselves healthy. Children learn to wash their hands before and after eating and after visiting the toilets. Staff talk to children about the importance of washing germs off their hands. Staff give children and families clear messages about healthy eating and provide a range of healthy snacks.
- Staff develop a good relationship with parents. Parents like the regular feedback that they get from staff. Staff use a range of strategies to share information with parents. These include parent's evenings and sharing photos and observations. This helps parents to understand what their children are doing and how they can help them at home.

- Staff support children to develop their independence. When children arrive in the morning, staff encourage them to take their coats off. Younger children learn to hang their coats up and find them at the end of the session. Staff teach them how to try and put their coats on by themselves before they go home.
- Staff have a good relationship with the children. They play with children as they build houses or play on the bikes outside. Children like to involve staff in their play. This is evident as older children ask staff to look after their 'babies' while they go to school.
- The manager works effectively with a range of professionals who are involved in children's care and learning. She goes out of her way to gather information from other professionals, such as speech and language therapists. The manager works well with other providers to share information when children make the move to school.
- The manager is constantly evaluating the practice and making changes to help children make more progress. For example, she has recently changed the time that they complete the summary of children's progress between the ages of two and three. She monitors teaching and learning and gives feedback to staff. However, the manager does not always identify areas to improve the quality of education provided by staff.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a good understanding of how they can keep children safe. The doors to the room are coded to prevent unauthorised visitors entering. There is a secure fence around the nursery and this is locked during the nursery sessions. The designated safeguarding lead ensures that staff attend regular updates to keep their knowledge and skills up to date. The manager and staff have a good understanding of the signs that may suggest that a child may be suffering from abuse. They know the procedures to follow if they had any concerns about a child's welfare.

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

**To meet the requirements of the early years foundation stage, the provider must:**

	Due date
use children's interests and stage of development to plan motivating and meaningful activities that support children's individual needs.	07/04/2023

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

- ensure all aspects of the routines, particularly snack time and group activities, are adapted to support the needs of younger children and help them to develop their concentration skills.

## Setting details

<b>Unique reference number</b>	EY355191
<b>Local authority</b>	Northumberland
<b>Inspection number</b>	10276256
<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>	2 to 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	37
<b>Name of registered person</b>	Princess Louise Pre School Nursery Committee
<b>Registered person unique reference number</b>	RP902150
<b>Telephone number</b>	01670 546 099
<b>Date of previous inspection</b>	7 July 2017

## Information about this early years setting

Princess Louise Pre School Nursery registered in 2007 and is located in Blyth, Northumberland. The nursery employs seven members of childcare staff, six of whom hold appropriate early years qualifications at level 3 and above. The nursery opens from Monday to Friday, during term time. Sessions are from 9am until 3.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Elizabeth Fish

## Inspection activities

- This was the first routine inspection the nursery 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 showed the inspector around the nursery and explained how she organises her provision.
- The inspector spoke to children and staff at appropriate times during the inspection.
- The manager observed and evaluated an activity with the inspector.
- Parents spoke to the inspector and shared their views on the nursery.
- The inspector observed children playing and learning and evaluated the quality of their learning.
- The manager showed the inspector a range of documents, including those relating to staff suitability.
- The inspector held a meeting with the manager.

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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