

Inspection of Queensdown Nursery

64a Queens Road, THAME, Oxfordshire OX9 3NQ

Inspection date: 10 July 2023

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Staff show a passion for celebrating each individual child in this welcoming, nurturing environment. They plan personalised targets and know children and their families very well. This allows children to feel emotionally secure and valued at this nursery.

All children enjoy an array of activities to support their physical development. For example, they run up and over the small, grassed hill, negotiate space as they ride scooters and compete in games, which include throwing hoops over a loop. Staff support children's early mark-making skills well. For example, staff skilfully model how to pinch and grasp a peg, as they practice hanging out the pretend washing on the line. Children love pegging out the 'washing', not realising this was building on their strength for future mark-making skills.

Children behave well. They respond to staff informing them it is 'tidy-up time'. Staff make their expectations clear, for example, by asking children to carry out specific tasks, such as collecting up the small-world figures and returning them to the large box. Children demonstrate a positive attitude to staff's requests and staff are good role models.

Staff use every opportunity to reinforce language and extend and model vocabulary to children. Children are gaining in confidence and developing a love for books and reading. Older children are curious and confident to ask questions as they listen to a group story. Staff introduce children to new vocabulary and explain what words and phrases mean. This supports children's developing communication and language skills.

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

- The nursery has been through a period of change and faced challenges with recruitment in line with national shortages in the sector. The provider, who is also the manager, has addressed this and has a clear vision for the future of the nursery. Staff comment that the manager is available to offer well-being assistance as needed.
- Partnerships with parents are strong. Parents feel supported with how to help their children at home. They receive regular updates about their children's learning through learning journals, which are shared regularly, newsletters and daily communication. They report on the noticeable progress that their children have made since starting nursery, and parents of older children speak of their readiness for attending school in September.
- Effective use of working partnerships with other professionals and external agencies ensures that all children make expected progress. Staff identify children

who need extra support and plan accordingly. For example, staff identified that some children were not progressing as well with their communication and language development, following the COVID-19 pandemic. Staff plan small-group sessions to support these children, with a range of games and activities to encourage children to use their tongues and lips to strengthen their facial muscles. This has a positive impact on supporting children's developing language development.

- The experienced and dedicated manager recognises she is not yet monitoring staff practice closely enough to focus support on helping them to build on their professional development. She has identified how she can particularly enhance the training staff receive to focus more precisely on raising the quality of teaching to the highest level.
- Staff have a good understanding of their curriculum and how children learn. They plan a rich and varied selection of well-organised activities to encourage children to explore and build on what they already know. This helps children to make good progress.
- An effective key-person system is in place. Staff in this small, nurturing setting know the families and children very well and chat to children about their home life and activities. For instance, staff know where children and their families are going on their annual holidays and discuss recent family visits, such as to the bird park at the weekend.
- Staff plan activities for children to engage in during regular circle-time sessions. For example, they use a range of songs and actions to welcome children to join the group. However, sometimes, when children come together as a group, the teaching does not closely match the most immediate learning needs of the children taking part. At these times, some children become distracted, or older, more-confident children can dominate these sessions.
- Staff support children to follow good personal hygiene routines. Children remember to wash their hands after outdoor play, or before eating food. They confidently manage all steps of handwashing, most of the time doing so independently. Staff discuss the benefits of leading a healthy lifestyle with children.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff understand their safeguarding responsibilities and how to protect the children they care for. Staff attend regular safeguarding training to keep their knowledge and understanding up to date, including the 'Prevent' duty and female genital mutilation. Staff understand the signs that children may be at risk of harm and know how to report any concerns they may have about children or the adults they encounter. The manager shares information with other professionals working with families to help promote children's welfare. Staff carry out regular risk assessments and take appropriate action to ensure children's safety at all times.

What does the setting need to do to improve?

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

- strengthen the monitoring of staff practice so that all staff receive coaching and professional development opportunities to raise the quality of education to an even higher level
- focus teaching more precisely on what children would most benefit from learning next when children come together as a group.

Setting details

Unique reference number	EY454023
Local authority	Oxfordshire
Inspection number	10301648
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	22
Number of children on roll	21
Name of registered person	Rayner, Natalie Joanne
Registered person unique reference number	RP514639
Telephone number	01844213039
Date of previous inspection	23 January 2018

Information about this early years setting

Queensdown Nursery re-registered in 2012. It is located in Thame, Oxfordshire. The nursery is open from Monday to Friday, during school term times, from 8.30am to 3.30pm. It is in receipt of funding for the provision of free early education for children aged two, three and four years. The nursery employs four members of staff, two of whom hold relevant qualifications at level 3.

Information about this inspection

Inspector

Amanda Perkin

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 inspector had a learning walk with the manager through all areas of the premises used by the children.
- Parents shared their views through written and verbal feedback. The inspector took these views into account.
- The inspector talked to staff and children at appropriate times during the inspection and took account of their views.
- The manager carried out a joint observation with the inspector.
- The inspector looked at a sample of the documentation. This included evidence about suitability and qualification records.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023