

Inspection of Queensway Chapel Nursery

Queensway, Melksham SN12 7LQ

Inspection date: 26 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

Children have strong relationships with staff. Staff quickly give them lots of reassurance and support when children are struggling to deal with their emotions or understand expectations. Children enjoy staff's company and show respect for them, listening and adapting their behaviour appropriately. Children learn about the needs of others as well as the boundaries in place for their safety. They share toys and learn to play cooperatively. Staff are closely supported by the nursery's special educational needs coordinator (SENCo). They offer very timely and effective help for children who require perceptive intervention and additional support.

Children make good progress. Staff work together to form their curriculum, linking this to children's interests and learning needs. Children develop their dexterity well. They paint and make marks readily with fun items such, as toy dinosaurs, creating footprints and patterns. Children build with blocks and have fun coating large bricks with shaving foam and sticking them together to form stronger towers. Staff encourage children's maths skills discussing sizes and counting bricks. Group times are led well. Children enjoy story time. Staff inspire children's interest and involve them effectively using props such as story sacks. They ask children questions to encourage their thinking and conversation and ensure that all children, including those that are quieter are given time to respond. Children's confidence and communication progress well, this includes children who need additional help in this area and those who speak English as an additional language.

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

- The managers and trustees have clear processes for their self-evaluation. They link with the local authority advisor and lead the analysis of practice across the nursery. The team show dedication to the families that use their provision and facilitating good outcomes for the children.
- The SENCo is knowledgeable and works closely with the managers, staff and parents to support children with a wide variety of needs. She works with outside professionals, to get children the support they need. She leads staff in the implementation of interventions to enable children to achieve their potential and be well prepared for their move on to school. This includes children who have special educational needs and/ or disabilities (SEND).
- Staff know children well. Key persons observe children as they play, taking note of children's achievements and then assessing the skills that they still need to develop. They outline suitable next steps in their learning. Staff are mindful of the younger children's needs, when they join older children at the same activities. However, sometimes staff do not ensure that older children are challenged as much as possible.
- Staff build good partnerships with parents. They promote a strong two-way flow

of information with them, through daily chats, entries in the nursery's online system and during regular parents' meetings. Parents comment positively on the support their children receive. They say that staff focus on children's individual needs, and this aids children's learning and well-being.

- Children develop their physical skills. They enjoy using scooters and other ride-on toys, as well as an obstacle course outside. At times staff offer interesting sensory activities that engage children well. However, staff do not make sure the environment is consistently inspiring for children and that they can follow their current interests, particularly first thing in the morning. Children sometimes select activity trays, but these are not fully resourced, and they look around for other things to interest them.
- Staff ensure the nursery's daily routines flow suitably and take time to involve children in daily tasks. Children independently get themselves an apron for messy play and hang these up when they have finished. They spread the toppings on their crackers at snack time. They help to tidy up their toys and find their sun hats when it is time to go outside. Children develop their independence and sense of responsibility well.
- Staff undertake a range of mandatory and additional training and unqualified staff are supported to gain early years qualifications. Managers and room leaders observe staff practice, undertake regular supervision meetings and put appropriate support in place to develop staff skills.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand what to do if they are worried about a child in their care or if they have concerns about the conduct of other staff. Managers check and support the staff's safeguarding knowledge during regular meetings, and ensure that staff renew their child protection knowledge through a range of training. The managers and trustees follow safe recruitment and careful induction processes. The setting's procedures are robust and well implemented by the manager and staff. They ensure that permissions from parents are all in place, security processes are adhered to, risk assessments are undertaken thoroughly and children are kept safe.

What does the setting need to do to improve?

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

- support staff to flexibly adapt their teaching during activities and suitably challenge all the children involved
- make sure the environment is consistently inspiring for children, so they can readily follow their interests and develop their skills and involvement as much as possible.

Setting details

Unique reference number	EY279555
Local authority	Wiltshire
Inspection number	10303116
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 7
Total number of places	48
Number of children on roll	82
Name of registered person	Queensway Chapel Pre-School
Registered person unique reference number	RP905296
Telephone number	01225 709515
Date of previous inspection	3 September 2019

Information about this early years setting

Queensway Chapel Nursery registered in 2004 and is located in Melksham, Wiltshire. It operates from 8am to 6pm, Monday to Friday all year round. There are 14 members of staff, 12 hold an appropriate qualification at level 3 and two are unqualified. The nursery provides funded places for children aged two, three and four years.

Information about this inspection

Inspector

Rachel Howell

Inspection activities

- This was the first routine inspection of the setting since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the managers and has taken that into account in their evaluation of the provision.
- The inspector viewed all areas and discussed with the childcare manager how these areas are used.
- The childcare manager, deputy manager and the inspector evaluated the effectiveness of an activity together.
- The inspector observed the children and staff and spoke with them at appropriate times during the inspection.
- The SENCo spoke to the inspector about the support in place for the children that attend who have SEND.
- The inspector held meetings with the childcare manager, business manager, and trustees to discuss the leadership and management of the setting.
- Parents shared their views of the provision with the inspector.
- Relevant documentation was reviewed by the inspector including suitability checks and paediatric first-aid qualifications.
- The managers discussed their safety and child protection procedures and safeguarding discussions were undertaken with members of the staff team.

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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