

# Inspection of Queen Elizabeth's Nursery School

Queen Elizabeth's Grammar School, West Park Road, BLACKBURN BB2 6DF

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Inspection date:

24 October 2023

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## **Overall effectiveness**

## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous  
inspection

Good

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

### **The provision requires improvement**

Leaders clearly understand what they want babies and children to learn through their intended curriculum. Leaders have ensured that staff understand the importance of children hearing lots of words to support the development of their communication and language skills. Staff sing songs, read stories and provide a narrative for children as they play and interact with them. However, the delivery of the curriculum for communication and language is inconsistent. Some interactions in the baby room and 'Cygnet' room are weak. This means that not all children are developing their communication and language skills as well as they could. Staff in the baby room do not always follow the procedures for the safe and comfortable sleep of babies.

The implementation of the curriculum in other areas is more successful. For example, staff provide many opportunities for children to develop their personal, social, emotional and physical skills. All children, including those who are very new to the nursery, are happy and settled. Staff are good role models and have high expectations for children's behaviour. As a result, children are keen to learn and are polite and helpful to the staff and their peers.

Leaders ensure that the way they organise their provision for funded children allows them to attend flexibly and receive their full entitlement. This further supports children's progress. Staff working with older children understand the importance of children developing the skills they need to be ready for school. Therefore, staff challenge children to fasten their coats and shoes, serve food and pour their drinks.

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

- Leaders carry out regular observations of staff practice and provide some relevant training. However, not all staff demonstrate that they have the skills to implement all aspects of the curriculum, or the nursery's policies and procedures, consistently well. That said, supporting staff's well-being is given high priority by leaders. As such, all staff report they are very happy in their work.
- Staff do not always implement the setting's procedure for safe sleep. For example, at the inspection, staff placed older babies in low-level rocking chairs to fall asleep. This does not meet their safety or comfort needs. This was immediately addressed at the inspection, and, as such, the risk was minimised.
- The delivery of the curriculum for communication and language is not implemented well enough throughout the nursery. For example, staff in the baby room fail to notice and remove distractions such as noise from the radio. As a result, babies are unable to hear and repeat words. Furthermore, staff do not

encourage babies and toddlers to remove their dummies when they talk to them. This further hinders children's speaking skills.

- Staff working in the 'Cygnet' room do not always use the correct pronunciation of words. In addition, they do not deliver phonic sessions in a way that excites children and enhances their current learning. This means that some children lose interest in the session and are not fully supported to develop their speaking or listening skills.
- Staff working with pre-school children are more skilled in the delivery of the curriculum. For example, staff engage in highly effective circle time and phonic activities with the children. Staff skilfully question children and introduce them to new words, such as 'shin' and 'femur' as they dance and sing a song about body parts.
- Children display positive attitudes towards learning. They arrive ready to start their day and excitedly engage in the range of activities on offer for them. Staff's constant praise and encouragement motivate children to have a go and try new things. Children eagerly join in and play cooperatively with their friends.
- Staff support children to understand the importance of leading a healthy lifestyle. Children are provided with highly nutritious meals and snacks. They access the outdoors every day and staff encourage them to practise and refine their large and small physical skills. In addition, children undertake activities such as swimming and are taken by staff on walks and visits within the local area. These help children to gain an understanding of their wider community and develop their confidence away from the setting.
- Partnership working is a strength of the setting. Leaders and staff work hard to build relationships with parents in order to engage them in the setting and their child's learning and development. Regular newsletters and updates via the online app ensure key information is shared and achievements are celebrated.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have attended safeguarding and child protection training. They have a thorough understanding of their roles and responsibilities to ensure children remain safe and their well-being is protected. Staff know what they need to do should they have a concern about a colleague they work with. The nursery is safe and secure and the procedures for recruitment and vetting are robust. When needed, staff diligently work in partnership with other professionals. This further ensures children's safety and well-being.

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

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

	<b>Due date</b>
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support staff to always implement safe sleep procedures	03/11/2023
improve the the curriculum for communication and language in the baby room and 'Cygnet' room.	30/11/2023

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

- strengthen the current arrangements for staff coaching and supervision to help raise the quality of practice to consistently high levels across the team.

## Setting details

<b>Unique reference number</b>	EY452784
<b>Local authority</b>	Blackburn with Darwen
<b>Inspection number</b>	10313718
<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>	95
<b>Number of children on roll</b>	116
<b>Name of registered person</b>	Queen Elizabeth's Grammar Blackburn Limited
<b>Registered person unique reference number</b>	RP531930
<b>Telephone number</b>	01254 686323
<b>Date of previous inspection</b>	11 October 2018

## Information about this early years setting

Queen Elizabeth's Nursery School registered in 2012. The setting employs 19 members of childcare staff. Of these, 12 hold an appropriate early years qualification at level 3, one holds a level 2, two hold a level 4 and four hold a level 5. The setting opens from 7.30am to 6pm, Monday to Friday, all year round. It provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Donna Birch

## 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 provider.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The provider joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The provider and deputy manager completed two joint observations with the inspector.
- Staff and the children spoke to the inspector throughout the inspection.
- The inspector spoke to the special educational needs coordinator about how they support children with special educational needs and/or disabilities.
- The inspector spoke to the provider about the leadership and management of the nursery.
- The inspector spoke to parents 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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