

Inspection of Queensberry Nursery

24 Queensberry Place, London SW7 2DR

Inspection date: 23 January 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children build strong bonds with warm, caring staff, who value each child highly. Staff help children to feel secure and settle well. For instance, they carefully follow babies' routines from home to meet their needs and support their well-being. Staff have high expectations of children and manage their behaviour effectively. For example, they share group rules with children and use praise to promote their positive behaviour successfully.

The curriculum is broad, balanced and interesting. All children, including those with special educational needs and/or disabilities, make good progress. Children gain a good understanding about the world. For instance, staff regularly take children to local museums. They teach children about the lifestyles of different animals, such as polar bears, dinosaurs and kangaroos. Staff plant and grow seeds with children to teach them how things grow.

Children develop good early mathematical skills and sing number songs with staff. Staff teach children the names of different shapes, including three-dimensional shapes, as children play matching games. Children learn about difference in effective ways, such as through learning about different religious events, including Eid and Diwali. Staff provide children with toys, books and resources that reflect a diversity of cultures and races.

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

- Children learn to carry out tasks for themselves. For example, they scrape and put away their plates at lunchtime and help to put away their bed linen after resting. Staff teach children how to put on their coats and shoes. Children learn to share and to take turns well. For instance, they take turns to select objects during group games.
- Staff teach children effective communication, language and literacy skills. For instance, they use pictures of interesting objects to teach children new words, such as 'tiara' and 'mammal'. Staff organise games where children describe the items they select from a box. They read books and sing songs with children, and they help children to learn new words.
- Children gain good physical coordination skills. For example, they play a range of organised, challenging group ball games led by a sports coach. Staff take children to the local park each day, where they practise their running, jumping, balancing and climbing skills.
- Staff support children's creative development well. For example, children enjoy making play dough and create their own models using a range of tools. Babies and older children enjoy a range of sensory experiences, such as observing moving liquid in clear tubes and feeling shiny rounded metal objects.

- Staff have effective partnerships with parents. They provide parents with regular updates on their children's progress through, for example, secure electronic messaging and daily conversations. Parents of babies also receive written daily diaries containing information on babies' routines and development. Staff work well with parents to support children's development, such as around supporting their children's behaviour and potty training.
- The manager supports staff well. She meets with staff individually and regularly to discuss their work and offer support where needed. The manager offers regular opportunities for staff to develop their skills and knowledge. For instance, staff have attended courses on supporting children with autism and on managing children's behaviour. This has led to improved outcomes for children.
- The manager reflects on all aspects of practice in the nursery and sets goals to improve outcomes for children. For example, she plans to enhance staff's understanding of the more challenging aspects of children's behaviour.
- Staff keep children safe. They carry out robust risk assessments covering all parts of the nursery and outings, to protect children from harm. The manager carries out comprehensive background checks on staff to ensure that they are suitable for their roles.
- The nursery chef provides a very well-balanced diet for children. However, staff have not developed ways to support children's understanding of the value of eating well.
- Overall, staff interact well with children and support and extend their play. However, at times, staff do not give children enough time to think and respond to questions, such as when staff question children about objects they have made during creative activities.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- give children more time to think and respond to questions to support their thinking skills further
- develop children's understanding of the value of eating well.

Setting details

Unique reference number	EY341130
Local authority	Kensington and Chelsea
Inspection number	10301256
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	0 to 4
Total number of places	64
Number of children on roll	64
Name of registered person	Queensberry Nursery Limited
Registered person unique reference number	RP907775
Telephone number	0207 5810200
Date of previous inspection	30 January 2018

Information about this early years setting

Queensberry Nursery registered in 2006. It is located in South Kensington, in the London Borough of Kensington and Chelsea. The nursery is open for 49 weeks of the year, from 8am to 6pm, Monday to Friday, except for bank holidays. There are 24 staff. Of these, 14 staff hold appropriate early years qualifications, including one member of staff who holds a Master's degree in early years education and three staff who hold degrees in early years education. The nursery receives funding to provide early education for children aged three years.

Information about this inspection

Inspector

Jenny Beckles

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 carried out a joint observation of a group activity with the inspector.
- During the inspection, the inspector went on a learning walk around the nursery with the manager to discuss the aims of the curriculum.
- The inspector observed the interactions between staff and children and spoke with children when appropriate.
- During the inspection, the inspector held a meeting with the manager and sampled some documentation.
- The inspector considered the views of staff and parents during the inspection.

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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