

# Inspection of Queens College Day Nursery

Owlstone Croft Residences, Owlstone Road, CAMBRIDGE CB3 9JJ

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Inspection date: 6 November 2024

<b>Overall effectiveness</b>	<b>Outstanding</b>
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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous  
inspection

Outstanding

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

### **The provision is outstanding**

Staff provide exceptional learning opportunities, and children are at the heart of everything that happens at this superb nursery. Babies demonstrate exceptionally high levels of focus and concentration for their ages and are fascinated by the learning experiences on offer. For instance, they all move towards an adult-led activity out of curiosity. Babies remain at the activity, patiently waiting for their turn to add things to the bottle. They take turns to shake the bottle, watching intently as the contents combine. Staff calmly speak to them about what is happening, and babies who are beginning to speak respond by saying, 'Wow', as they see the contents change.

Staff use familiar strategies across all of the rooms, and this eases the transition as children move on to the next room when they are ready. These consistent strategies and approaches from staff make it seamless for children. For example, staff introduce the tidy-up song to children in the baby room, encouraging them to begin to help. Toddlers then confidently sing familiar parts of this song as they tidy away. By the time children reach the pre-school room, they instinctively tidy away and sing together. As a result, children across the nursery develop a high level of responsibility and have a thorough understanding of what staff expect from them.

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

- Leaders have created a robust curriculum that is clearly tailored to meet children's individual ages and stages of development. Staff and leaders have an exceptional knowledge of how young children learn, regularly discussing children's progress. Children spend a large amount of time learning from one another. For instance, they come together in the garden, all supported skilfully by staff, despite the range of individual interests and targets. This all contributes towards children making exceptional progress.
- Staff provide multiple opportunities for children to thoroughly embed new skills. Children learn how to use real tools safely and become highly familiar with the processes involved. For instance, they instinctively put on their safety goggles as they sit down before handling the tools. Staff encourage children to choose their own level of challenge. They discuss with children what they see happening, encouraging them to look closely as they wind the hand drill into apples and wood. Children demonstrate a high level of understanding for the rules in place that help to keep everyone safe. For example, they wait for their friends to sit down before continuing to use the hand drill to prevent anyone becoming injured or distracted.
- Staff show great respect towards children and value their opinions and thoughts. Babies learn to share with highly effective staff support. Children take on roles, such as 'citizen servers', during mealtimes. Strong modelling from staff enables

all children to demonstrate highly respectful attitudes to those around them. For instance, older children help younger children up from the floor outside if they fall without any prompting from adults.

- Stories, books and songs provide rich opportunities for children to develop their communication skills and imagination. Children delight in active story sessions, becoming fully transfixed in the stories that staff develop in the moment. Children eagerly seek out familiar books, including non-fiction texts about space. Staff frequently check children's knowledge and understanding, correcting any misconceptions and providing new information at the relevant time. This helps children to build a deep and accurate understanding of what they are learning about and expand their knowledge further.
- Parents are especially pleased with the nursery and the care and education their children receive. They feel well informed about the progress their children are making. Leaders and staff do their utmost to engage with parents to ensure that they are an inclusive setting. This means that every child is able to access their entitlement to education, while maintaining the highest possible standards of care for children.
- Opportunities for staff development are plentiful. Leaders provide extensive support and introduce a variety of methods for staff to build on their practice to a consistently high standard. They provide opportunities for staff to challenge and develop one another in a productive and reflective manner. Leaders have an exceptional oversight of what happens at the nursery and are actively involved in the day-to-day running to ensure the well-being of both staff and children alike.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

## Setting details

<b>Unique reference number</b>	EY543673
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	10371756
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory 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>	25
<b>Number of children on roll</b>	29
<b>Name of registered person</b>	Wigwam Nurseries Ltd
<b>Registered person unique reference number</b>	RP903375
<b>Telephone number</b>	01223 335623
<b>Date of previous inspection</b>	26 February 2019

## Information about this early years setting

Queens College Day Nursery registered in 2017. The nursery employs four members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday, all year round, except for bank holidays. Sessions are from 8.30am to 5pm. The provision offers government funded places for all eligible children.

## Information about this inspection

### Inspector

Jenny Hardy

## Inspection activities

- Leaders completed a learning walk with the inspector of all areas of the nursery and discussed the early years foundation stage curriculum.
- The inspector spoke with leaders about the leadership and management of the nursery.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector with leaders jointly observed staff, and they discussed the impact of staff's interactions on children's learning.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents, staff and children at appropriate times throughout the inspection and considered 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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