

# Queensway Chapel Pre-School and Children's Centre

Inspection report for early years provision

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<b>Unique reference number</b>	EY279555
<b>Inspection date</b>	26/01/2012
<b>Inspector</b>	Sue Bennett

<b>Setting address</b>	Queensway, Melksham, Wiltshire, SN12 7LQ
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<b>Type of setting</b>	Childcare - Non-Domestic
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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## Description of the setting

Queensway Chapel Nursery (also known as Pre-School) is a neighbourhood nursery registered in 2004. It has developed from a well established pre-school nearby and is linked to the Canberra Children's Centre. The nursery is owned by a board of trustees. It operates from purpose built premises in the grounds of The Manor School, in a residential area of Melksham in Wiltshire, and the intake of children is from the surrounding local area. The nursery is on the Early Years Register and the compulsory part of the Childcare Register. The nursery is open from 8am until 6pm, Monday to Friday all year round. A maximum of 60 children may attend the nursery at any one time and there are currently 104 children aged from birth to under eight years on roll. The nursery is funded to provide free early education for two-, three- and four-year-olds and currently supports a number of children with special educational needs and /or disabilities and children who learn English as an additional language. The nursery employs 10 members of staff, which includes an administrator. All staff working with children hold appropriate early years qualifications. The manager is working towards a management qualification and the deputy has an early years professional practice qualification. The nursery has an Investor in People Award.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery provides a welcoming environment for the children where they enjoy a variety of interesting play activities. Individual learning and development needs are well met overall. Dedicated adults interact effectively with children, who in turn develop positive relationships at all levels. Children feel safe, security is good and, overall, there is a strong commitment towards protecting children's welfare within the nursery. Effective partnerships with parents and carers are evident and there are strong links with the local primary school and other professionals. This means that children make good progress in relation to their starting points and capabilities. Processes of self-evaluation are good as the management and trustees monitor the provision well and effective steps are taken to maintain continuous improvement.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop children's personalised learning experiences further to meet their individual needs better and to extend their talents further, for example, by reconsidering the grouping of children
- develop a more stimulating outdoor environment that offers a range of activities which further encourage children's interest and curiosity

- review training programmes for new staff to ensure that they have an up-to-date understanding of safeguarding children issues.

## **The effectiveness of leadership and management of the early years provision**

Children are safeguarded well because policies and procedures are regularly reviewed by the trustees, and implemented effectively overall by staff. The designated safeguarding adult has attended appropriate courses and most staff demonstrate a good understanding of protecting children, although some newer members are less certain of procedures. All staff are suitably vetted and receive generally useful induction sessions when they begin at the nursery. The manager is undertaking a leadership training course and the deputy has an early years professional practice qualification. All staff are well qualified to work with children and encouraged to develop their professional practice through training, which ensures that children have knowledgeable adults to facilitate their learning. Children are safe and secure because of the comprehensive checks and risk assessment undertaken, both within the nursery on a daily basis and for any outings. Regular evacuation drills help to develop children's confidence and familiarity with emergency routines and good systems of record keeping for accidents, medication and attendance are in place. Staff teach children to be safety conscious without being fearful. For example, children understand the importance of safety gates and use tools and apparatus with care.

The nursery has a clear focus for development. A good operational plan is in place which is regularly reviewed by the management and trustees. This ensures processes of improvement have foresight and are valuable in supporting the nursery's future developments. Processes of self-evaluation are good and all action and recommendations from the previous inspection have been addressed. Staff meet regularly to appraise the provision, identifying strengths and weaknesses accordingly. Consequently, this strong commitment to improvement strives to ensure that outcomes for children remain good.

Staff create a fully inclusive environment where all children are treated as unique individuals and all have equal access to the activities, resources and experiences on offer. For example, children whose first language is not English or who have additional needs are well supported through specialist apparatus and professional input. Story books, cultural artefacts and festival displays, enrich children's understanding of the wider world. Well-planned indoor rooms are highly effective in providing children with an environment which is conducive to their learning and development, although the outside area, whilst being spacious and well-designed, lacks such stimulating opportunities and resources.

Positive partnerships are well established with parents and carers. The 'key person' system works very well in providing individual support by a specific member of staff to each child and their family. Important information is gathered from parents when children start at the nursery about their care and welfare needs. Regular review evenings and daily contact books containing information about children's time in the nursery, ensure that parents are kept well informed

about their children's progress and development. Parents enthuse about the high quality care and support children receive. Questionnaires provide good opportunities for parents to contribute their views on provision and practice. Well presented notice boards supply a comprehensive range of information, such as learning and development, regulatory practice and procedures, social events and opportunities for parents to volunteer help. Strong links exist with the children's centre, local primary school and other professionals, which support ongoing consistency of care and ease children's move into formal education well.

## **The quality and standards of the early years provision and outcomes for children**

Support for children in their learning and development is strong because adults have good knowledge of the early years provision. There is a strong sense of commitment amongst the staff, who work well together to support children's progress. Processes of observation and assessment are thorough and the next steps in learning to meet children's individual needs are consistently identified.

The children's attitudes to learning are positive. They are motivated, independent, active learners and the planned activities enable them to thrive and make good progress overall. Adults base the daily organisation of the environment upon children's individual preferences and, as a result, children happily choose what they would like to do, greatly enjoying the range of stimulating resources available. For example, they select appropriate tools to dig in the outdoor area and organise their creative experiences using paints and crayons with a high degree of confidence. Sometimes, staff expectations of the younger children are not sufficiently high. The more capable younger ones do not benefit from access to older children's more challenging activities, owing to the way in which children are grouped. There is a good balance of adult-led and child-initiated activities. Children use their imaginations to the full when playing with toy figures and vehicles.

Children's progress in literacy and numeracy is developing well. Children learn to recognise their names and sounds that letters make. Counting skills are effectively supported through activities such as sorting toy bears and number games. They use basic mathematical language correctly, such as bigger and smaller, and can name simple shapes. Such activities show the useful skills children are gaining for their future lives. Opportunities to be active and inquisitive learners are plentiful. Water resources in the outdoor area develop conceptual understanding of floating and sinking, whilst creative materials enable children to design their own toys, for example a telescope to see the stars. Children's cultural awareness and their understanding of the diverse needs of their friends are well supported through special focus days, such as Chinese New Year celebration activities.

Children demonstrate very warm and caring relationships with each other and members of staff. They share and co-operate well with one another, such as helping friends to fasten coat buttons and tie apron strings. Children's behaviour is good and they respond positively to the effective strategies and praise systems that staff employ. They join in keenly with pretend play initiated by others, such as

going shopping and birthday celebrations.

Children are offered a good range of snacks and drinks and happily make choices about what they would like to eat. Staff encourage children to eat healthily at lunch time and parents are requested to provide appropriate food and drinks in children's lunch boxes to support this aim. Most children show a good awareness of healthy hygiene practices, such as washing hands before snack time. Physical activities, both indoors and out strongly promote healthy lifestyles, for example, balancing along logs and riding on bikes.

Children's welfare needs are given priority and effective procedures ensure that good quality care is provided. Children display a positive understanding about the importance of keeping safe, for example, by shutting safety gates and ensuring that parents sign them in when children arrive at nursery. Children respond well to adult expectations, for example, 'hands up, it's time to tidy up'. Group times and activities, such as physical play 'parachute' sessions, encourage teamwork and co-operation, and increase their confidence and sense of well-being. Children happily confide in adults, sharing their thoughts and experiences freely. Children's well-being and preparation for the next phase of their education are fostered successfully.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*  
*Grade 2 is Good: this aspect of the provision is strong*  
*Grade 3 is Satisfactory: this aspect of the provision is sound*  
*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met