

Queensway Chapel Nursery

Queensway, Melksham, Wiltshire, SN12 7LQ

Inspection date	14/11/2013
Previous inspection date	26/01/2012

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Teaching is securely based on staff's sound knowledge of the Statutory Framework for the Early Years Foundation Stage. They promote children's learning through play and structured activities.
- Children make good progress in their communication and language development.
- Children behave well as they are provided with clear boundaries and staff are positive role models.
- Partnerships with parents are established so that children benefit from continuity of care and are able to continue their learning at home.

It is not yet good because

- Staff do not give all children equal opportunities to experience all learning opportunities outdoors in all weather.
- Opportunities for children to use information and communication technology resources and programmable toys are not freely accessible to teach children to explore, understand why things happen and how things work.
- Staff do not promote all opportunities for children to gain independence as staff carry out tasks for children that they could do for themselves.
- The manager is not always proactive in monitoring staff practice or enabling staff to learn from her good example.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector had a tour of the premises and discussed how the setting operates.
- The inspector observed children at play both indoors and outdoors and talked to children and staff.
The inspector sampled a range of documentation, which included staff suitability checks, children's individual learning and development records, observation, and planning records, policies and procedures, and safety documentation.
- The inspector took into account the views of parents spoken to on the day.

Inspector

Julie Swann

Full report

Information about 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 registered 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. There are currently 95 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 14 members of staff, which includes an administrator. All staff working with children hold appropriate early years qualifications. The manager has a management qualification. The nursery has an Investor in People Award.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- make sure all children have an equal opportunity to experience all learning opportunities outdoors in all weather.

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

- increase opportunities for children to use information and communication technology resources and programmable toys to explore why things happen and how things work
- improve monitoring of staff practice by, for example, spending more time with staff and children in base rooms to provide a good role model
- offer children further opportunities to gain independence by allowing them to carry out more tasks for themselves.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The nursery staff have a good understanding of the seven areas of learning and implement effective systems for observation, assessment and planning. Initial planning is organised around children's interests. This is complemented with a wide range of planned and spontaneous activities both indoors and outside. For example, children choose freely from the well resourced outdoor 'play pod' and develop their own ideas quickly. This means children become independent in their learning as they plan and make decisions and test their ideas. For instance, a group of children choose to play with large pieces of foam. They use these imaginatively to create the base of an 'aeroplane'. They confidently extend their idea by placing chairs in the 'cockpit' and pretending they are 'flying'. This later becomes a 'magic carpet' and the children are going to visit 'santa'. This means children successfully develop their own imaginative and creative skills and feel acknowledged and valued at the same time.

Progress in communication and language is good. Staff use the 'letters and sounds' programme to effectively support children's language development. For children whose home language is other than English, staff seek and provide dual language words to support children's understanding, so all children take part and are actively involved in their learning. Constant interaction between adults and children, and between children themselves, means they acquire communication skills quickly and confidently engage in lively conversation. Younger children happily sit looking at books with staff, turning pages and pointing at pictures. This means children are beginning to understand that text carries meaning. Staff use appropriate questions to promote children's thinking and learning. They encourage children to predict what might happen next by describing what they are doing during activities. Children confidently talk about 'big', 'medium' and 'small' and relate sizes to their surroundings. For example, they refer to the large block as 'big as daddy' and say the small container is 'small like a cheerio'. Many children demonstrate good levels of concentration as they persist at the activities that they select. For example, babies play on the musical toys and press the buttons. However, older children have missed opportunities to use a range of technology as part of their core play and learning experiences. This reduces occasions for them to talk about such equipment and explore how things work, for example, computers and programmable toys. Children have games and activities that support their early mathematical skills, such as compare bears, dominos, scales and weighing materials. Staff use these resources to plan activities which incorporate problem solving, shape, number and colour recognition effectively.

The quality of teaching is good and staff successfully help children to acquire the skills, attitudes and dispositions they need to be ready for school. Staff encourage and support older children in becoming increasingly independent when managing their personal needs, such as, using the toilet and when choosing what they want to do. Staff are skilled in enabling children whose starting points may be below others of their age to catch up or to meet expected levels of attainment. For example, they initially engage a two-year-old in a 'counting' game that they know the child enjoys. Once engaged they move the child onto more challenging activities, such as a listening and counting game, to help develop

mathematical and listening skills.

Parents are effectively involved in their children's learning. Staff share information about children's development at parents evenings and through daily discussions at handover times. This promotes the two-way relationship in enhancing children's development. The progress check for two-year-olds has been completed for all relevant children. Parents, other agencies and health visitors have been fully involved in the process, and any concerns have been shared and acted on. This means all children receive the support they need in order to reach their full potential.

The contribution of the early years provision to the well-being of children

Staff are enthusiastic and have high expectations for children's progress. Children's safety is promoted through developing risk assessment arrangements. Children explore their secure environment freely and with confidence. The staff talk to the children about how they should respond in the event of an emergency evacuation. This helps them learn how to keep themselves and others safe. Children's health and hygiene needs are promoted well. Children demonstrate an understanding of the importance of washing their hands at appropriate times, and have access to suitable hand-washing facilities. Key persons work competently with parents to promote children's care routines. Nappy changing routines are flexible to support children's emotional well-being and welfare. Children enjoy suitable healthy snacks, such as oranges and bananas, and sit together with their friends for snack time. While this provides good opportunities for discussions, the organisation of snack time provides few opportunities for younger children to develop independence skills. Children are not able to play an active role in their selection of snack or its preparation.

The outdoor area is developing and overall children can freely access the outdoors. However, staff have not given enough consideration to providing appropriate clothing so all children are able to access outdoors in all weathers. This, at times, leads to children's clothes becoming wet and they have to sit around in these for the session. This is not pleasant or good for children's health and well-being. Inside, children remind each other to use their 'indoor feet' and not run, becoming aware of the safety aspects of the indoor space. Children are building attachments with their key person. Where children are initially less confident, their key person supports them in separating from parents but maintains close contact with parents regarding children's emotions. As a result, parents manage their children's settling-in alongside the staff.

Consistent boundaries are in place and children respond well to the expectations of staff. Children are well behaved because staff have a positive attitude to behaviour management and are consistent in their approach. Consequently, children know what is expected of them and what the boundaries are. Staff use positive praise to support children's understanding of the benefits of positive behaviour and encourage them to repeat this. Children learn to play cooperatively from an early age as staff encourage them to share and take turns. Children are confident, friendly, well mannered and motivated. Parents are encouraged to complete a feedback form termly and add any comments about their child's development. This helps to ensure there is a two-way flow of information and

children receive appropriate support with their next steps in learning.

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

The inspection was carried out as a result of concerns raised to Ofsted regarding children playing outside in inappropriate clothing and remaining in wet clothes during the session. The inspection found that the manager responded to complaints from parents regarding their children becoming wet when playing outside, as required. She provided parents with information that stated the children play outside in all weather and that parents must provide appropriate clothing and footwear. The manager also carried out a risk assessment that details that staff must send children back indoors if they are not appropriately dressed for the weather outside. However, this means the manager has not considered her role in providing all children with appropriate clothing and equipment so they have equal access to all the activities and is a breach of a legal requirement.

Overall, the manager has an appropriate understanding of her roles and responsibilities in meeting the learning and development, and the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. Overall, she monitors the planning of the educational programmes to ensure they are precise and consistent. Children are safeguarded because staff are aware of the procedures for dealing with child protection concerns. Staff access safeguarding training and this means they have a sufficient understanding of the potential signs of abuse and neglect. Through their own safeguarding policy and information from external agencies, they understand the procedures for reporting concerns. This contributes to protecting children from harm. The nursery maintains a sufficient range of documentation, policies and procedures and this supports them in providing a safe environment for children to learn. Documentation includes evidence of suitability checks on practitioners, policies relating to administering medications, dealing with accidents and managing children's behaviour.

Staff and management share an ambition to improve their practice. The manager is aware of areas of improvement within the nursery and has identified them as an aspect for improvement. Good attention has been paid to the learning and development requirements to ensure that all children make good progress from their starting points and through an interesting and stimulating educational programme. The staff receive suitable support from the management team through the appraisal and supervision process. This helps them to identify some of their training needs and contributes towards their professional development. However, the manager is not always proactive in being present in the rooms with the staff during operational hours. She monitors staff practice from the window in her office, and this means she misses opportunities to observe staff to child interaction and to provide a good role model. Regular meetings also take place between leaders, managers and staff to review nursery practice. Children with special educational needs and/or disabilities are supported well. Staff are observant so that any emerging specific needs are recognised and appropriate interventions introduced. The setting links with other relevant professionals to ensure that they are able to seek appropriate support and advice when required.

Partnership with parents is underpinned by frequent communication. For instance, parents receive daily feedback about what children do. A parents' evening is held for more in-depth discussions and for sharing information about children's progress. Newsletters issued by the management team and those prepared by room leaders provide valuable information to ensure parents know about events and activities. Parents spoken to during the inspection are satisfied with the care of their children in the nursery and the progress in their learning and development. Overall, leaders and managers follow satisfactory procedures for recruitment, induction and vetting, which ensures all staff are suitable to work with children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY279555
Local authority	Wiltshire
Inspection number	940467
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	1 - 6
Total number of places	60
Number of children on roll	95
Name of provider	Queensway Chapel Pre-School
Date of previous inspection	26/01/2012
Telephone number	01225 351922

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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