

# Queensway Chapel Nursery

Queensway, Melksham, Wiltshire, SN12 7LQ

<b>Inspection date</b>	24/10/2014
Previous inspection date	14/11/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Children settle easily in the welcoming and friendly environment and make good progress in their development.
- Children move around freely in the well-resourced nursery. They have plenty of opportunity to play in the interesting outdoor area.
- Staff have a secure understanding of child protection issues and their responsibilities to protect children through assessing and minimising risks.
- Staff have positive partnerships with parents, other providers and agencies, which enable them to provide good support for children's individual needs.

### It is not yet outstanding because

- Staff do not plan activities consistently well to increase children's understanding of the wider world.
- Staff do not use all opportunities to teach children about the safe use of resources.

## 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 observed children playing indoors and outside and spoke with children and staff.
- The inspector held discussions with the chair of trustees, manager and staff.
- The inspector sampled documents including safeguarding procedures, staff suitability checks, evaluation and action plan and children's records.
- The inspector conducted a joint observation with the manager.
- The inspector spoke with several parents to seek their views.

## Inspector

Karen Prager

## 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. The nursery is owned by a board of trustees. It is 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 101 children aged from birth to under eight years on roll. The nursery is funded to provide free early education for three- and four-year-olds. The nursery employs 14 members of staff, which includes an administrator. All staff working with children hold appropriate early years qualifications. The manager also has a management qualification. The nursery has a pet rabbit.

### What the setting needs to do to improve further

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

- develop staff knowledge so that they know how to plan consistently meaningful activities which help children to link knowledge of their own life with the life of others.
  
- make use of all opportunities to teach children how to use tools, such as safety knives, correctly.

### Inspection judgements

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

Staff have a good understanding of how children learn and develop. They know the children well and provide a wide range of enjoyable indoor and outdoor learning experiences, based on children's individual preferences. This means children are actively engaged in purposeful and worthwhile activities overall throughout their time at nursery and make good progress in their learning. Assessment systems are robust and monitored by senior staff. Parents contribute to this process, which successfully promotes opportunities for shared learning. The required progress check for two-year-old children is in place. Children's learning journey folders show that ongoing observations take place and that staff identify appropriate next steps for children's progress. Planning takes account of these next steps and provides regular opportunities for children to work rapidly towards the early learning goals.

Staff respond to children's interests. For example the staff provided opportunities for

children to build a castle with the large blocks. Children enjoyed choosing which block to place next and considered how they would make them balance. Staff helped children to consider the needs of others so they could work together.

Children are curious, inquisitive and keen to learn. They develop confidence as they contribute to group discussions. Younger children express themselves very effectively through their actions and emerging vocabulary. Staff listen attentively to children, which ensures that their individual needs are met and develops their sense of self-worth. Children's physical development is promoted well. Staff encourage children to participate in daily outdoor play and children move enthusiastically around the interesting outdoor play area. They concentrate for some time when they paint on the large boards and enjoy experimenting with the voice recorder to see what they can record. Overall, staff take effective steps to extend children's learning. For example, when children chose to play in the sand tray staff talked to them about the patterns they were making and their choice of trucks. However, not all staff understand how to plan consistently meaningful activities to develop children's understanding of the wider world and how their life links to the life of others. This means that on occasions these activities are not as useful in promoting children's learning as they could be. Throughout the inspection staff spoke clearly with the children to promote a good understanding of the correct sounds of words. Staff helped children to sit and listen to story. As a result of these good teaching practices, children develop the key skills required for their next steps in learning. The nursery is effective in supporting children with special educational needs and/or disabilities. This is because staff work positively with parents and other professionals to implement effective support strategies.

Staff develop strong partnerships with parents, such as providing good feedback on children's progress through regular informal discussions and parents' meetings. Staff are effective in engaging parents in their children's learning, such as providing stimulating ideas and colouring sheets, for children to take home to share with their families.

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

Children generally settle quickly when they arrive at the nursery. Staff sensitively support those children who are less confident. They talk to them about the things they are interested in and offer them reassurance. This helps children feel more secure and they soon engage well with the activities, confidently choosing what they want to play with. Each child is assigned a key person who monitors and supports children's development and well-being. Children behave well because staff clearly explain to children what they expect. As a result, the time children spend in the nursery is a happy one.

Staff organise the premises to be an inviting place for children to play and learn. They consider the needs of the children and vary the environment to meet these needs. For example, children settle with their friends of a similar age when they first arrive in the morning. They then join a larger group of friends when they play outside. This helps children to develop friendships with a broader range of children.

Children use a wide range of good quality equipment. Toys are stored in low storage units and children readily chose what to play with. The staff display bright posters and children's pieces of art, which are changed regularly to reflect children's interests. This shows that staff value what children do. Children enjoy the fresh air outside when they play on the tricycles and dig in the sand. Children start to understand about safety and learn to keep themselves safe. They help to assess risks in the outdoor play area. They learn to consider risks to themselves and others when they play with the soft toy blocks, Staff help them understand why it is safer to keep boisterous play for outdoors.

Staff instil good routines for children's health. For example children know that they need to wash their hands after caring for the rabbit. Staff encourage children to try this for themselves and offer support and encouragement when they try. Children also develop independence when they put on their coat and use the child safe knives to cut fruit for their snack. Although staff take some steps to teach children to use the knives safely this is not consistent, which limits children's learning. Staff support young children in learning to drink successfully from an open cup. This supports their physical development and their understanding of how to lead a healthy lifestyle. The staff promote children's understanding about leading healthy lifestyles effectively. Staff talk to them about the foods they are eating at snack time and about the benefit of the exercise they get when they play outside.

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

The management team has a secure understanding of the Early Years Foundation Stage. They have an accurate overview of the provision for children's welfare and learning and show they are keen to drive improvement. They demonstrate a good understanding of their responsibilities in meeting the requirements of the Early Years Foundation Stage. Staff review and update the policies and procedures at staff meetings, which means they have a good understanding of their role.

Keeping children safe is a high priority. All staff receives training on safeguarding and they carry out daily risk assessments. The management has a secure understanding of what to do should they have a concern, and takes prompt action to protect children. Appropriate procedures are undertaken for checking the suitability of staff and staff awaiting suitable clearance are not left alone with children.

Record keeping is robust and staff make sure it is kept up to date. For example, they keep a record of who is on the premises. The nursery premises are well maintained and kept secure so children are unable to leave unattended. The majority of staff have received training in first aid. This means that staff are able to respond promptly if needed. Staff with specific responsibilities, such as safeguarding and special educational needs, have received relevant training. This enables staff to meet children's specific needs as required.

Procedures for the evaluation of the nursery provision are effective. The managers have a clear understanding of the areas for future development and take steady steps to address these. The staff team are deployed effectively to provide support for children. Regular

staff meetings and supportive staff supervision means that the staff readily share their views with the manager. Continuous professional development is valued. The manager spends time working with the children and the staff to monitor and develop staff performance. This ensures that staff are appropriately deployed to support children's learning. These reviews improve practice throughout the nursery to the children's benefit. For example, staff identified that providing suitable clothing enables all children to have the opportunity to play outside in wet weather.

Parents are positive about the provision. They say their children enjoy their time in the nursery and they appreciate the flexible service and approachable staff. Staff keep parents well informed about their children's progress and well-being through regular discussions and sharing of their children's learning records.

There are effective links with others provide support for the children. These partnerships benefit the children as they provide good channels of communication and promote continuity in children's learning and development.

### **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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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

<b>Unique reference number</b>	EY279555
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	962768
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	60
<b>Number of children on roll</b>	101
<b>Name of provider</b>	Queensway Chapel Pre-School
<b>Date of previous inspection</b>	14/11/2013
<b>Telephone number</b>	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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