

Queen of Hearts Nursery School

Inspection report for early years provision

Unique reference number 220035
Inspection date 17/03/2009
Inspector Anne Archer

Setting address Queen of Hearts Nursery School, 122 Rockingham Road,
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Type of setting Childcare on non-domestic premises

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the setting

Queen of Hearts Nursery School was registered in 1990 and is located on the ground floor of a converted Victorian house on the north side of Kettering in Northamptonshire. There are two separate entrances for the younger and older children respectively. The nursery serves local families as well as those from a wide surrounding area.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register and may take a maximum of 60 children aged from two to under five years at any one time. There are currently 164 children on roll. The nursery supports children with learning difficulties and/or disabilities and children who speak English as an additional language. The nursery is open from 08.00 to 17.30 hours from Monday to Friday all year round, except for public holidays.

The nursery employs 26 staff. Two staff have teaching qualifications and 18 hold appropriate early years qualifications including one with early years practitioner status. One member of staff is working towards an appropriate qualification. The nursery also employs a full-time cook and kitchen assistant to prepare and cook all of the children's meals and snacks and cleaning and administrative staff. The nursery receives support from the local authority.

Overall effectiveness of the early years provision

The overall effectiveness of the nursery is outstanding. The owner, management and staff offer an excellent, inclusive service to each child who attends ensuring that their welfare and learning and development needs are thoroughly met and that no child is disadvantaged in any way. This means that all children make excellent progress, given their age, ability and starting points. Each child and their accompanying adult is greeted warmly by a member of the senior management team making them feel welcome. The nursery takes steps to liaise with the children's other providers of the Early Years Foundation Stage (EYFS) so that each may be fully aware of children's all round progress. The nursery's positive use of self-evaluation indicates that management and staff are constantly striving to develop their service to meet the ever changing demands of the children who attend.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- further development of the procedure for sharing children's development and learning records and any other relevant information with other providers who share delivery of the Early Years Foundation Stage
- how to ensure that the details displayed about contacting Ofsted are current

The leadership and management of the early years provision

Those in charge of the nursery are focused on supporting all children to progress to the best of their ability. There is a common sense of purpose between all of the adults who work together to ensure that children achieve to their full potential. The exceptionally high aspirations for quality are evident through ongoing self-reflection and development. The nursery's self-evaluation takes account of the views of everyone involved. Recruitment procedures are thorough to ensure that on the rare occasion when staff move on, their replacement is not only suitable but will enhance the skills of the existing team. Management and staff are well qualified and committed to ongoing improvement and training to enable them to better support children's welfare and learning.

The nursery works exceptionally well with parents and carers providing many opportunities for them to find out more about what and how their children learn. This is supported by daily verbal feedback and regular written reports on their child's progress towards the early learning goals. Procedures are in place to extend partnerships with other providers of the EYFS who share children's care. However, only a few providers have responded to date and the nursery is considering how best to move forward to ensure they meet this obligation fully. The nursery has very successful relationships with other professionals who support children's inclusion within the nursery.

Records, policies and procedures and documentation are on the whole very well maintained and support the very good practices displayed within the nursery. Although the notice board in the older children's reception area displayed incorrect contact details for Ofsted at the time of the inspection. Staff support children's health very well by teaching them good personal hygiene, caring for them appropriately when they become ill, by providing regular, nutritious meals and snacks and by providing opportunities for them to rest to meet their needs.

Safeguarding procedures are very thorough. All staff are fully aware of their responsibilities and roles in relation to keeping children safe within the nursery environment and on outings and for reporting and recording any concerns they may have. Senior management are fully aware of their responsibilities and of the Local Safeguarding Children Board procedures for alerting the appropriate agencies of their concerns. Risk assessments are carried out regularly and take account of individual children's stage of development and needs. The management team ensure that staff receive training updates periodically to refresh their knowledge and understanding of safeguarding issues.

The quality and standards of the early years provision

Children are exceptionally well supported in their learning and development as adults use their abundant knowledge of early years to confidently encourage

children's play both indoors and outside. As a result, all children make significant gains in their learning and make excellent achievements in their progress towards the early learning goals in relation to their starting points and capabilities.

High quality planning and organisation ensure that every child enjoys and is suitably challenged by the exciting learning experiences provided. Based on thorough and accurate observations and knowledge of children's abilities and interests, activities are well matched to the full range of children's needs so that they succeed, including those children with learning difficulties and/or disabilities and those for whom English is an additional language. Recent activities linked to children's interests include building bridges in the outdoor area and finding out about sharks.

Children's personal, social and emotional development is very well supported by their key worker as they become familiar with nursery routines and behavioural expectations and start to make friendships with others. Children participate in singing and dancing lessons which boosts their confidence. They develop a love and understanding of how books work and enjoy listening to and joining in with stories such as 'The Hungry Hen' and 'Cock-a-Moo-Moo'. They learn to express themselves confidently with both adults and peers and older children listen when others speak. Children learn how to hold a pencil correctly and practise to develop control while older children start to form recognisable letters.

Children learn about number and quantity as they sing action rhymes such as 'Seven Speckled Frogs'. They develop problem solving skills as they enjoy completing inset puzzles. Older children start to recognise the position of the hands on a clock such as the half hour. A recent topic about Springtime provides children with opportunities to learn about animals, their babies and their habitat and a member of staff gives children daily updates on the hens eggs she is incubating at home. Children become familiar with the diversity of the community when they visit local elderly people homes to sing to the residents.

Children's creative development is well-supported through singing and dancing and opportunities for imaginary play which enable children to act out life experiences and also take on a role such as at Christmas time in the Nativity play. Children learn about rhythm and sound as they play the various musical instruments. They explore colour and texture through a range of art and craft activities. Physical development is supported through dance and outdoor play on climbing and balancing apparatus. Children participate in exercises to develop fine motor skills such as using scissors and to hold a pencil correctly.

Children's welfare is promoted very well in all areas due to the high level of commitment by staff. Children learn how to keep themselves safe by following instructions and using equipment properly. They learn about the importance of adopting thorough personal hygiene routines and taking regular food and drinks to maintain their good health. Children are encouraged to and do behave well as they learn to take account of other people's needs and feelings. They have every opportunity to make choices and decisions as they go about their play and are supported to acquire good habits as active, inquisitive and independent learners. They make good progress in communication, numeracy and communication

technology and so develop important skills that contribute to their future economic well-being.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

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

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

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

No complaints have been received by Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.