

# Queen of Hearts Nursery School

Queen of Hearts Nursery School, 122 Rockingham Road, KETTERING, Northamptonshire, NN16 9AG

<b>Inspection date</b>	30/10/2014
Previous inspection date	17/03/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## **The quality and standards of the early years provision**

### **This provision is outstanding**

- The setting swiftly gathers children's starting points and uses these to plan exciting experiences that challenge and stimulate children across the seven areas of learning. As a result, children make rapid progress in their learning.
- Children are exceptionally confident in their communication skills and because of this, they engage in discussions and conversations that are rich and imaginative.
- Staff meticulously monitor children's progress in their learning. This ensures that each and every child in the setting reaches their full potential.
- Staff comprehensively monitor and minimise risks, placing the highest regard on children's safety and well-being. Their excellent knowledge of the signs and symptoms of abuse and how to raise a concern means that children are fully protected from harm.
- Parents are highly valued as partners to support and encourage children's learning. This encourages superb learning opportunities in the home, as well as in the setting.
- Staff place the highest expectations on children's behaviour. This is managed consistently and with poise, resulting in caring, self-assured children of all ages.
- The managers lead a highly dedicated team, who teach with the utmost pride and enthusiasm and because of this, children feel valued and are highly motivated to learn.

## 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.

## Inspection activities

- The inspector observed activities in the main playrooms across the setting and in the outside learning environment.
- The inspector held discussions with the managers and staff at appropriate times during the inspection.
- The inspector conducted a joint observation with a manager.
- The inspector looked at a range of documents and records, including children's learning journals.
- The inspector checked evidence of staff suitability and Disclosure and Barring Service checks.
- The inspector interacted with children throughout the inspection.
- The inspector held conversations with several parents and took their views into consideration.

## Inspector

Syreeta Payne

## Full report

### Information about the setting

Queen of Hearts Nursery School was registered in 1990 on the Early Years Register and is located in 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. There are currently 133 children on roll. The nursery receives funding for the provision of free early education for three- and four-year-old children and support from the local authority. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery is open from 8am to 5.30pm, Monday to Friday, all year round, except for public holidays. There are currently 19 staff working directly with children. Two staff have teaching qualifications and 18 hold appropriate early years qualifications ranging from level 2 to 6, 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, and cleaning and administrative staff.

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

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

- continue to develop and extend opportunities for children to freely explore materials and resources in the natural outdoor environment.

## Inspection judgements

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

Children make rapid progress across the seven areas of learning. This is because staff are highly skilled in knowing how to support them in their play and when to allow the children to create and develop the direction of their play independently. For example, children lead a spontaneous role-play activity, where they demonstrate ability beyond their years as they engage in vibrant discussion with each other about travel and personal safety, calling on their real-life experiences. Staff have an excellent knowledge and understanding of how children learn. As a result, the setting is laden with opportunities that motivate and inspire children to learn. For example, fantastically delivered French lessons capture children's interest as they recall words and phrases with significant pride.

Children thrive in this setting because every effort is made to cater for their differing needs, adapting and extending activities to continually encourage and challenge children. For example, playing with and exploring words and sounds in a silly soup activity, children who speak English as an additional language are thoroughly and skilfully supported by staff. Activities such as this help all children to make excellent progress in their language and communication development. New children are promptly and accurately assessed on

entry to the setting and because of this; a detailed and personal learning journey is created whereby children excel from the start.

The setting regularly shares information about children's learning and progress with parents and encourages highly innovative opportunities to learn in the home. This enhances all aspects of children's learning. For example, holiday diaries are completed at home and displayed in the setting, reinforcing the relationship between the two. Parents offer the highest praise for the attention staff pay to each and every child, including watching them in performances in the local community. Children exude a wealth of capability in the prime areas of learning, which prepares them extremely well for the next phase in their learning.

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

Staff manage the move to different rooms for children remarkably well. This is because it is a gradual process and led by the needs of each individual child. Children are highly assured and motivated to start school because they are enthusiastically encouraged to be increasingly independent in the setting. They take the utmost pride in being daily helpers and celebrating self-care achievements by being named as the stars of the week.

Children's well-being is given a high priority by staff. For example, as they join group activities staff greet them by name and as they move from activities staff ask if they are okay. This results in children establishing a strong sense of their own individual identity in an environment where they really matter. The effective key-person system ensures that children are cared for by adults that know them extremely well. For example, the two-year-old children interact with increasing confidence because their key person is nearby for reassurance during a singing activity. Parents place their children in the setting knowing that they are of the utmost importance to staff. As a result, children new to the setting settle extremely well and quickly get to know all members of staff, including the cook.

Staff set clear boundaries for children's behaviour. As a result, children display exceptional social skills and are able to regulate and redirect their behaviour. Challenging behaviour is promptly addressed with a firm and consistent approach, which is highly effective. Children are offered a wealth of opportunities to make their own decisions in their play. For example, they are included in establishing setting rules and can move independently across the playrooms. As a result, children display high levels of well-being and motivation. Staff actively promote safety across the setting and take the time to explain this to children in ways that are meaningful to them. For example, the children are reminded to wear pretend seatbelts as they ride in toy vehicles in the garden.

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

The managers of the setting have a first-class understanding of their roles and responsibilities to meet the safeguarding and welfare, and the learning and development requirements of the Early Years Foundation Stage. As a result, children are extremely safe, well cared for and make excellent progress in their learning. Children are safeguarded, as recruitment procedures are robust; appropriate checks on adults are carried out to ensure the welfare of children. Recruitment of staff is led by the setting's head office and is a rigorous process, which results in good staff retention. The designated lead for safeguarding has a detailed understanding of the role and accesses local authority and online training to further support this. She continually ensures that all staff are significantly well informed, providing in house and online training, as well as impromptu safeguarding quizzes. Staff continually consider the effectiveness of their teaching. Regular, accurate and detailed reflection on prior learning, evolving interests and future planning ensures that learning opportunities are rich, interesting and challenging. The managers lead a longstanding team of well-qualified and experienced staff. As a result, the quality of the learning environment and planned activities are superbly matched to children's individual ages and stages of development. This means all children are supported effectively to make the best progress in their learning and development. The monitoring of staff performance is highly effective and appropriate steps are taken to address any issues. The educational programme is meticulously monitored, as is the progress of different groups of children in the setting. This comprehensive evaluation ensures that all children are rapidly progressing in all areas of their learning and any gaps can be addressed in a timely and effective manner.

Self-evaluation is highly accurate and includes the views of parents and children. In this way, the setting is continually moving forwards in a way that is supporting parental wishes and valuing the children. Staff recognise their strengths and are looking to the future with excitement for even more learning opportunities. For example, the development of the outdoor provision will offer greater opportunities for children to freely explore materials and resources in the natural outdoor environment, than are currently available. Staff access in-house training, through external training providers and online. As a result, staff's knowledge is continuously updated and is used excellently, to drive practice forwards. The setting engages with, and works collaboratively with, a range of external agencies to ensure appropriate interventions and the very best opportunities for all children, whatever their starting points.

## 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>	220035
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	854534
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	60
<b>Number of children on roll</b>	133
<b>Name of provider</b>	Queen of Hearts Nursery School Ltd
<b>Date of previous inspection</b>	17/03/2009
<b>Telephone number</b>	01536 482809

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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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