

# Queen Elizabeth's Nursery School

Queen Elizabeth's Grammar School, West Park Road, BLACKBURN BB2  
6DF



<b>Inspection date</b>	11 October 2018
Previous inspection date	26 February 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Satisfactory	3
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### The provision is good

- The governors work well with the knowledgeable and enthusiastic manager and her well-qualified staff to provide good-quality care and education for all children.
- Staff are committed to continually developing the provision and work together as a strong team to this end. Improvement plans are developed in consultation with the governors, staff, children and families.
- Parents feel very happy with the quality of care and education their children receive. They say staff know their children well, are welcoming and supportive. Staff share children's achievements with parents and explain what they can do to support learning at home.
- Staff are sensitive to children's moods and recognise when they feel tired or hungry, or need reassurance or help. Children form strong bonds with their key person. They develop the confidence to try new things and to cope well in new social situations.
- Staff are excellent role models and consistently ensure that children understand and follow rules and routines. Children behave extremely well, play happily together, learn to share, take turns and be considerate to one another and the environment.
- All children, including those who speak English as an additional language, progress well. Staff help children to learn from each other and to recognise and celebrate similarities and differences.

### It is not yet outstanding because:

- Opportunities for staff to develop their practice are not always focused closely enough on raising the quality of teaching to the highest level.
- Occasionally, staff do things for children which they are capable of doing themselves.
- Although children's progress is closely tracked, the information gathered is not yet being used most effectively to help children make rapid progress.

## What the setting needs to do to improve further

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

- extend opportunities for staff to engage in professional development activities to raise the quality of teaching to the highest level
- enhance the ways children can develop independence and do things for themselves
- strengthen the use of information about children's progress to help them make the most rapid progress possible.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views.

#### Inspector

Julia Matthew

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff know what to do if they have concerns about a child's welfare or development. The premises are kept secure and visitors are checked. Outings are well planned. Risk assessments help to ensure that children are kept safe, wherever they are. Robust health and safety policies and procedures are followed by all staff. Accident and medication procedures meet requirements and records are regularly reviewed. Staff know what to do if an allegation is made against a member of staff. Partnerships with parents and other agencies are effective and help to ensure that children's specific needs are met. The setting is highly inclusive. Advice from visiting professionals is welcomed and valued.

### Quality of teaching, learning and assessment is good

Staff have a good understanding of how children learn. They provide a developmentally appropriate environment which meets children's needs and interests. There are good systems in place for observation, assessment and planning. Children have access to a range of interesting resources, toys, tools and equipment. They have many opportunities to develop their understanding across all areas of learning, inside and outdoors. Staff regularly review children's achievements and plan to meet any gaps in their learning. Children who have special educational needs and/or disabilities are very well supported, often making rapid progress. Staff help children to become confident communicators. They encourage children to be inquisitive and to ask and answer questions. Children are well supported to develop an interest in books and reading. There are many opportunities for them to mark make and begin to express themselves in writing.

### Personal development, behaviour and welfare are good

Staff gather detailed information from parents about children when they start in the setting. They find out about children's likes, dislikes, health and care routines. This helps staff to plan for children's specific needs and to ensure that they settle quickly. Children are able to spend time playing inside and outdoors. Staff make the most of the local area to develop children's understanding of the world around them. Children have opportunities to connect with nature in the local park and as they spend time with their pet rabbit. They learn about the importance of good hygiene. Staff help children to recognise dangers and assess risks for themselves. Children are supported to make healthy choices. They are provided with balanced and nutritious food and healthy drinks. Staff ensure that children remain hydrated and ready to learn.

### Outcomes for children are good

All children make good progress from their unique starting points. Babies develop an understanding of different textures as they explore spaghetti and sand. Toddlers learn rhymes, sing and dance to their favourite tunes. They make selections from a range of resources, build and test out their ideas. Older children become exceptionally good at communicating using sign language, which helps them to engage well with everyone in their class. Children begin to learn how to persevere and keep trying when tasks are difficult. They develop the skills and knowledge they need for school, or the next stage in learning.

## Setting details

<b>Unique reference number</b>	EY452784
<b>Local authority</b>	Blackburn with Darwen
<b>Inspection number</b>	10076602
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	95
<b>Number of children on roll</b>	112
<b>Name of registered person</b>	Queen Elizabeth's Grammar Blackburn Limited
<b>Registered person unique reference number</b>	RP531930
<b>Date of previous inspection</b>	26 February 2013
<b>Telephone number</b>	01254 686323

Queen Elizabeth's Nursery School was registered in 2012. The setting employs 19 members of childcare staff. Of these 12 hold an appropriate early years qualifications at level 3, one holds level 2, two hold level 4 and four hold level 5. The setting opens from 7.30am to 6pm, Monday to Friday, all year round. It provides funded early education for two-, three- and four-year-old children.

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