

Queen Mary Nursery

Queen Mary Nursery, Middle Hill, ALDERSHOT, Hampshire GU11 1PL



Inspection date 17 January 2019
Previous inspection date 5 July 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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

This provision is good

- The manager has accurately evaluated the quality of care and education that children receive. She works with the staff team to identify areas for development and make improvements. This has a positive impact on the quality of teaching and children's outcomes.
- Children enjoy close relationships with staff. Staff use the information they gather from parents when their child starts effectively. This helps children settle quickly and feel safe in the nursery.
- Staff regularly reflect on their own practice to make improvements. They have meetings with their manager to discuss their professional development and identify how they can build on their skills and expertise through training. Recent training, linked to supporting children's language development, has led to the early identification of children who may need further support.
- Parents value the care and support that the staff provide. They are kept updated of their children's progress through daily handover discussions, parents' meetings and online records.
- Good systems are in place to help children who require additional support in their learning. Effective partnership working with other professionals and parents means that children receive targeted intervention to help them achieve.
- Children enjoy the opportunity to be independent at mealtimes as they serve their own food and pour their own drinks. Staff are close at hand to ensure that they meet children's individual needs during these activities.
- Staff listen to and respect what children tell them. For example, children vote for their favourite snack choice and staff use this to inform the snack choice for the following week.
- At times, some staff do not make the most of opportunities to enhance children's emerging interests in letter sounds to develop their early literacy skills sufficiently.

What the setting needs to do to improve further

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

- continue to increase the quality of teaching to raise the learning experiences for children to the highest possible level, particularly in relation to children's emerging literacy skills.

Inspection activities

- The inspector observed the quality of teaching and support for children's learning indoors and outdoors.
- The inspector assessed how well leaders and staff understand and implement nursery policies, and how they monitor children's learning.
- The inspector carried out a joint observation to assess how well leaders monitor the quality of teaching.
- The inspector looked at a sample of documents, including children's records, safeguarding records and staff training certificates.
- The inspector talked to parents, staff and children during the inspection and took their views into account.

Inspector

Teresa Newman

Inspection findings

Effectiveness of leadership and management is good

The manager has worked effectively to develop the nursery since the last inspection. The staff are motivated and eager to improve children's achievements. The manager takes account of the views of children, staff, parents and local authority advisers when deciding what needs to be improved. The manager uses this feedback effectively to improve the quality of the provision. Safeguarding arrangements are effective. Robust recruitment and induction procedures ensure that all staff are suitable to work with children. Staff have a good understanding of how to identify and act upon concerns about children's well-being. This includes identifying if children are at risk from extreme views or behaviours. The manager has an accurate view of the progress that groups of children are making and uses this information well to identify and act on any gaps in children's learning. As a result, children now take part in outings to local shops to learn about the similarities and differences of their own and other people's lives in the community.

Quality of teaching, learning and assessment is good

Staff know what children's interests are and use this information to provide activities that are engaging and enjoyable. They make precise assessments about what children can do and how to extend their learning further. Staff effectively follow children's lead during play. They encourage children to develop their imaginations and creativity well, as they hunt for 'invisible fairies' in the trees outside. Staff develop children's understanding of mathematical concepts and language well through play. Older children are inquisitive and keen to experiment as they predict how quickly ice cubes will melt in hot and cold water. Staff expand on children's developing vocabulary and introduce new words that relate to their play. Young children excitedly engage in sensory play as they watch how bubbles travel through a tube of water.

Personal development, behaviour and welfare are good

Staff praise children's achievements so that children know what they have done well and develop positive self-esteem. Children develop good attachments with the staff. This means that they are confident and able to develop their independence. Older children are developing their understanding of how to keep healthy. They use their senses to explore different types of fruit, as they peel and chop these to make fruit kebabs. Staff are positive role models for children. As a result, children behave well and show kindness towards each other. For example, they help their friends to zip up their coats ready to play outside.

Outcomes for children are good

Children are keen and motivated to learn. As a result, they are making good progress and are well prepared for their next stage in learning. Young children show a love of stories as they snuggle in cosy dens with staff to share books. Older children are learning how to care for pets. They demonstrate good concentration as they apply bandages to toy 'pets' that have hurt themselves. Young children enjoy exploring the marks they can make on paper, while older children are starting to independently write letters from their names.

Setting details

Unique reference number	EY447668
Local authority	Hampshire
Inspection number	10085265
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	72
Number of children on roll	33
Name of registered person	The Aldershot Garrison Pre-School Settings
Registered person unique reference number	RP531671
Date of previous inspection	5 July 2018
Telephone number	01252324042

Queen Mary Nursery registered in 2013. It is one of four settings owned and managed by the trustees of Aldershot Garrison Pre-school Settings. The provision is situated on Ministry of Defence property in the garrison town of Aldershot, in Hampshire. The nursery is in receipt of funding for the provision of free early education for children aged three and four years. It is open each weekday from 7.30am to 6pm all year round, except for bank holidays and a week at Christmas. The nursery employs 17 members of staff, who are qualified from level 2 to level 6.

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