

Inspection of Queen's College Highgrove Nursery

94-96 Trull Road, Taunton TA1 4QW

Inspection date: 26 April 2022

Overall effectiveness	Outstanding
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The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children of all ages are eager and inquisitive learners. They enthusiastically explore the exciting indoor and outdoor learning environments. They develop resilience and pride in their achievements. For example, children work together to persevere in getting their tandem up the mound and laugh with delight on the way down. Staff plan using books extremely well, providing children with rich language experiences. They help children to make links in their learning and develop confidence in expressing their ideas. For example, young children learn about animals and use their new knowledge as they play with toy animals. Older children learn about capacity as they fill plant pots with soil. They consider how to solve problems. For example, children work out how to make an artificial plant fit into their pot by getting scissors to cut the stem smaller. They use rice as pretend seeds, which leads to a discussion about previously planting real seeds and helping them to grow. Children benefit from a range of experiences provided by the college, including listening to and finding out about older students playing instruments. Later, they eagerly recall this event. Staff expertly notice what fascinates children and use this information very successfully to motivate their learning. They develop babies' communication and language skills when they see how fascinated they are with a play phone. Children move on to their next setting as happy, confident and independent learners, ready for their next challenge.

What does the early years setting do well and what does it need to do better?

- Managers plan an ambitious curriculum. Staff meet to plan every morning so that they can ensure they provide highly effective support. They successfully sequence children's learning, embedding their new skills and knowledge, to provide a firm foundation for their next stages. For example, babies safely learn to manage a couple of steps before they move to their next room, where they are closely supervised as they balance on a low beam. Older children are then challenged further with higher and less solid constructions, where they learn to manage safe risks for themselves.
- Staff skilfully support children's behaviour and self-regulation. For example, when young children do not want to wear their hat in the sun, staff avoid a confrontation. They engage children in being inquisitive about their hat, looking at themselves in the mirror, and finally reinforcing why it is important. Children then happily wear it. Staff help older children to consider how they can resolve any conflicts. Children know to get an egg timer to share resources.
- Children develop an excellent understanding of the importance of being healthy. At snack they spontaneously go to wash their hands. They have outstanding daily opportunities to be active and to relax, such as taking part in yoga. Children have freshly cooked nutritious meals and learn to take care of their teeth. Staff are extremely gentle with babies and young children, who gain a

highly positive awareness of their own uniqueness and each other's differences.

- The management team is highly professional and committed to providing an extremely high-quality provision for children and families. There is a sustained drive to continually develop, and they employ qualified and experienced staff who share their high ambition.
- Leaders recognise the impact that staff's well-being can have on children. Through highly effective support they have a happy staff team. The manager provides an excellent role model. Through meticulous monitoring and supervision sessions, staff receive targeted support and training to continue to develop their skills and knowledge. For example, recent training on the characteristics of effective learning has refreshed and invigorated staff's existing knowledge on how to inspire and challenge children's development.
- Parents are kept central to everything that goes on in the nursery, for example during their children's transition to the next room or setting. Managers seek their opinions and feedback to ensure they meet the families' needs and children feel secure. Parents meet with their child's key person at the start and end of the day so they can exchange information. They have regular in-depth meetings to discuss children's development.
- Parents cannot speak highly enough about the nursery. They confirm how rapidly their children are progressing, while having fun. Parents value the strong partnerships they have with staff. These give them confidence that the staff know their children's needs extremely well and meet them highly successfully. For example, staff seek important information on babies' routines and adhere to these at the nursery. This helps babies to feel extremely safe and secure.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding children. All staff receive regular safeguarding training to guarantee they have an outstanding awareness of all aspects of keeping children safe, inside and outside of the nursery. Even visitors are made aware of safeguarding procedures and who they can report concerns to, including the local authority. Managers and staff provide an excellent environment in which they ensure children are safe. The manager oversees all health and safety procedures. Children develop an exceptional understanding of how to keep themselves safe, for example using safety equipment when using real tools.

Setting details

Unique reference number	EY554118
Local authority	Somerset
Inspection number	10237793
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 3
Total number of places	44
Number of children on roll	61
Name of registered person	Queen's College Taunton Enterprises Limited
Registered person unique reference number	RP554117
Telephone number	01823 340887
Date of previous inspection	Not applicable

Information about this early years setting

Queen's College Highgrove Nursery re-registered in 2017. It is situated in purpose-built accommodation at Queen's College, Taunton, Somerset. The nursery operates daily from 7.45am until 6pm, for 51 weeks of the year. It receives funding to provide free early education for children aged three years. There are 15 members of staff working directly with the children. Of these, the manager holds early years professional status, two members of staff hold appropriate early years qualifications at level 6, and 11 staff hold appropriate early years qualifications at level 3. One member of staff holds an early years qualification at level 2.

Information about this inspection

Inspector

Elaine Douglas

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager led the inspector on a walk around the setting to discuss how they use their environment to implement their curriculum.
- The manager and the inspector carried out a joint observation.
- The inspector observed the quality of education, spoke with staff, and assessed the effectiveness of safeguarding and care procedures.
- The inspector held a leadership and management discussion with the head of nursery, pre-prep and prep, and the nursery manager, and sampled documentation.
- The inspector spoke with several parents and children at the inspection and took account of their views.

We carried out this inspection 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.

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