

Inspection of Queen's College Nursery

Queen's Nursey, Queen's College, Taunton TA1 4QS

Inspection date: 29 April 2025

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

What is it like to attend this early years setting?

The provision is good

Staff greet their key children warmly at the front door at the start of the session. Children arrive happily and they enter the setting confidently with their key person, showing their feelings of security and comfort. Children settle quickly to an activity or game. Staff remind children of the need to take turns, such as to wait to speak until others have finished talking. Children play cooperatively with their friends and share the toys and resources with one another, developing good social skills. For example, older children show and talk about a treasured item from home, while their friends listen politely with genuine interest and ask questions to find out more about it.

Leaders and staff plan a broad curriculum and provide children with a range of experiences. Staff read to children every day, to help develop an early interest in stories. The younger children sit and look at the books independently and settle happily on staff's lap to listen to their favourite stories, requesting more when staff finish reading. Older children practise their coordination and dexterity when using scissors and drawing pictures. Children are keen to take part in group activities and make good progress in their learning.

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

- Leaders monitor the quality of education effectively and identify areas for development appropriately. For example, after reviewing children's progress, they identified that older children would benefit from a focus on mathematics. Staff have responded quickly to this and are leading activities that support the children to count and recognise numbers.
- Leaders and staff are clear about what knowledge and skills they want children to learn at different stages of their education. They use what they know about children to provide activities and support that help children to build on their prior learning. At times, staff do not adapt the level of challenge they provide to the more able children, to extend their learning further.
- Staff work closely with parents and other agencies to seek additional support for children who might benefit from extra help. This helps staff to target children's individual needs effectively.
- Staff model a broad vocabulary for children, particularly while talking about the books they read to children. However, the curriculum for communication and language for younger children does not always support their thinking, speaking and listening skills consistently well. At times, staff ask children questions that require one-word responses and do not engage children in back-and-forth discussion, to encourage them to practise their speech. In addition, when noise levels increase, it becomes difficult for younger children to hear staff talking to them.

- Parents speak about the setting very highly, with particular regard to the strong bonds their children form with their key persons and the staff team. Staff provide regular updates on the children's care and education. They support parents to build on children's emerging skills at home, to promote consistency in their learning.
- Children develop a positive attitude to learning. Staff are playful and enthusiastic in their games with children, which encourages children to copy. For example, older children dance energetically and excitedly, following the lead of staff. Children sing songs spontaneously and grin when staff join in. Younger children develop their balance, coordination and strength when they navigate slopes and steps. They play imaginatively, such as offering adults pretend drinks and taking care of the dolls.
- Staff support children to be independent. Younger children learn to use cutlery at mealtimes and the older children manage their own toileting needs and dress themselves to play outside.
- Leaders listen to and work well with staff and provide targeted support and coaching to benefit the children. For example, when staff request more ideas to help them manage the younger children's behaviour, leaders organise appropriate training. This has increased staff's confidence to help the children who struggle to manage their feelings during periods of change.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- support staff to develop the delivery of the curriculum, to provide more challenge for the more able children and extend their learning further
- review and develop the curriculum for communication and language with the younger children, to provide more support for their thinking, speaking and listening skills.

Setting details

Unique reference number	2800333
Local authority	Somerset
Inspection number	10402812
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	1 to 4
Total number of places	59
Number of children on roll	75
Name of registered person	Queen's College Taunton Enterprises Limited
Registered person unique reference number	RP554117
Telephone number	01823 272990
Date of previous inspection	Not applicable

Information about this early years setting

Queen's College Nursery registered in 2024 and operates from the campus of Queens College Taunton in Somerset. The nursery is open from 7.45am to 6pm each weekday. The childcare facility for children up to 3.5 years is all-year-around, which includes wrap-around provision for pre-school children. The childcare facility for pre-school children is term-time only. There are 21 staff members, including the manager and assistant head of pre-prep and nursery, of which 20 hold relevant qualifications of at least level 2 and 7 staff hold degrees. The nursery provides government-funded places.

Information about this inspection

Inspector
Sarah Madge

Inspection activities

- A leader joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector carried out two joint observations with leaders to assess the accuracy of their evaluation of the quality of education.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents and children shared their views of the setting with the inspector.
- The inspector spoke with staff and held a meeting with leaders to consider how the setting is managed and the impact this has on children's care and learning.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.

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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