



# Kingston University Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	131829
<b>Inspection date</b>	08 December 2006
<b>Inspector</b>	Lindsay Ann Farenden
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<b>Registered person</b>	Kingston University
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

### WHAT SORT OF SETTING IS IT?

Kingston University Nursery opened in 1987 and is run by Kingston University. It operates from three play rooms in a converted Victorian house within Kingston University Campus, Surrey. All children have access to a secure enclosed outdoor play area. It serves the staff and students of the University and provides a limited number of general public clients. A maximum of 25 children may attend the nursery at any one time. The nursery is open each weekday from 08.15 until 17.15 for 49 weeks a year. A play scheme operates during the University summer holidays.

There are currently 23 children aged two to under five years on roll, of these 10 children receive funding for early education. The nursery currently supports children with English as an additional language.

The nursery employs seven members of staff. Of these, five hold appropriate early years qualifications and two are working towards a qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children thrive because staff follow very effective procedures and practices to meet children's health and physical needs. Children practise good hygiene routines as they automatically wash their hands with liquid soap after using the toilet and in bowls of water in the group room after messy activities, which is changed frequently. Older children understand why they should wash their hands. For example, that it washes the germs away. Although children are taken to the toilets in groups, they are encouraged to use them independently. The cloakroom area is large and staff use this time very positively, as a member of staff sings actions songs with the children, whilst the other supervises children in the toilet area.

Children's health is well protected because children play in a clean environment and staff carry out good hygiene procedures to prevent the spread of infection. For example, staff wear gloves when changing nappies and ensure that tables are cleaned after meals and messy activities.

There are several staff that hold first aid qualifications, of which there is always one first aider available with each group of children. There are well stocked first aid boxes in each of the play rooms. This ensures accidents will be dealt with effectively. Staff record any accidents and share these with parents, although a request for emergency medical treatment or advice has not yet been sought from the parents.

Children's meals are prepared in a clean environment and foods are stored appropriately. The cook and three staff hold a food hygiene certificate. Children benefit from healthy balanced meals, which are freshly cooked on the premises and include fresh fruit and vegetables. Children's dietary needs are obtained from the parents when children first start and on a regular basis. These are taken account of when planning and preparing foods to ensure individual needs are met. The foods children have eaten are recorded and shared with parents, so they are kept well informed of children's dietary intakes.

Meal times are sociable occasions where children sit at appropriate size tables in mixed age groups with a member of staff, where there are lots of discussions between each other. Children learn a sense of responsibility as a child from each table, serves the others with their plated foods on a rota basis. Drinking water is available to children when ever they want it, which prevents them getting thirsty or dehydrated. Children have a choice of a variety of fruits, water and milk at snack times.

Snack time for the older children is very well organised. They can choose when they want their snack which encourages their independence and awareness of their own bodily needs. Children place their name cards in a box to show staff they have had a snack, sit down to pour themselves a drink of either water or milk and spoon the cut up fruit in to individual bowls. They then put their bowl and cup into the washing up bowl when they have finished.

Children explore, test and develop their physical skills on a daily basis through stimulating indoor and outdoor experiences. Children are competent when using the climbing frame, as they climb up steps, balance at the top and go down the slide. Children enjoy testing and walking along balancing beams and bricks which they have joined together themselves. They crawl through tunnels confidently and use them very imaginatively by turning them over and jumping along in them. They confidently jump on and over balancing beams and ride bikes manoeuvring them around the portakabin and chalk lines in the garden. Physical activities are an integral part of the curriculum planning, which ensures children take part in activities that provide challenge and promotes their well-being and development.

Staff provide very good opportunities to develop their fine motor skills and eye and hand co-ordination, as they use a variety of tools. For example, cutting with scissors, writing materials, using tweezers to pick up chick peas and placing them in grooves, using droppers and placing small pegs in boards.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children enter an environment where staff carry out daily walk around checks to ensure it is safe for children to play and be in. Detailed risk assessments take place several times during the year to ensure the premises and equipment are safe and hazards to children are reduced. Children play in rooms which are of a suitable temperature and the radiators in the playrooms have wooden covers. However, one radiator in the hall is not covered and another is not covered sufficiently to protect children from harming themselves when they are hot. Children are developing a good awareness of keeping themselves safe, such as holding on to the hand rail on the stair which is positioned at their height.

Good security systems are in place to ensure children are kept very safe, as there is a video intercom system with a visual screen in each play room and the office, which ensures that all parents and visitors are identified prior to gaining access to the nursery. Staff ensure the gates are secure before children go out in the garden area. Visitors sign in and out, so staff know who is on the premises. Staff are very well organised and ensure that children are supervised at all times. This means children's safety is given top priority. The risk to children when on outings is reduced because staff follow excellent procedures and ensure there are good adult/child ratios.

Fire precaution equipment is fitted appropriately and exit doors are clearly signed and kept clear. There are good emergency evacuation procedures in place, which staff and children practise regularly. This enables children to become familiar with the routine and learn how to leave the premises quickly and safely.

Children benefit from playing in a well organised child centred environment. Children use good quality clean toys and equipment appropriate to their age and ability. They are placed at their height so they are able to access them easily.

Children are very well protected because there are excellent child protection procedures and documentation in place to record concerns. All staff have a good understanding of child

protection issues and how to proceed if they have concerns about a child. This gives very high priority to children's welfare within the setting.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Staff are very focused on the children and make sure they are happy and enjoying themselves. They are sensitive to new children's needs, comforting them if they are distressed and supporting them with play activities.

Staff have a good understanding of the Birth to three matters frame work, which enables them to plan a wide range of activities to meet children's stage of development and stimulate their interest. They very successfully link their observations of children to the planning to help them progress.

Strong adult-child interactions support early communication skills and encourage children to extend their play and learning. Children enjoy exploring the play resources which are put out throughout the day. They concentrate hard as they work out which wooden pieces go where. Children join and build their own constructions as they play with Duplo and enjoy naming and playing with toy animals. They use their imaginations very well as they play in the role play area, pretending to cook, using real size saucepans.

Children's creative development is encouraged through a good range of art activities, such as printing with fruit, yogurt pots and cotton reels. They enjoy making pictures with glue, glitter and paint. Children explore textures as they play with foam soap, rubbing it together with their hands, smelling it and cleaning plastic animals with it.

### **Nursery education**

Teaching and learning is outstanding. Children are captivated and inspired by the extensive range of stimulating and meaningful activities relating to their needs. They access a very good range of resources, which are very well presented, to support their learning across all areas of the Foundation Stage.

Children are self assured in their play and are very confident to try new experiences. Children's independence is fully encouraged at every opportunity. They put on and take off their aprons, pour their own drinks and serve themselves with fruit.

Children work well together and understand the need to share and take turns, as they wait their turn to talk in group activities and when playing board games. Some children are very good at negotiating with each other. For example, whilst two children played a sound lotto game, they talked about who would turn the tape on and decided they both could by taking turns.

Staff provide excellent activities to extend children's imaginations, drawing skills, language development and story telling. For example, children sat in a circle and watched and listened intensely, as a member of staff started to draw a picture, such as a circle then extended it until

a child guessed it would be a snail and then they finished off the picture. All children then told a story about the pictures drawn. Children's listening skills are developed as staff encouraged all the children to speak and listen to what others said. Staff often repeated what children said, showing they listen and value children's comments. Children avidly listen to stories, as staff change their voice tone as they read them and are particularly encouraged to develop their vocabulary during this time, as they answer questions about pictures, text and the sequence of the story.

Children are very keen to mark make and practise their writing skills. Most children are able to write their name using recognisable letters. Some children's drawing skills are very well developed, as they are able to produce clear pictures of people and animals. Children recognise their own names, as they find their name place at meal and snack times. Children very confidently link sounds to letters and this is encouraged by staff who constantly talk to them about letters in every day routines and as they play. Children have extensive opportunities to write for a variety of purposes. Children are learning that writing and drawing has meaning as they write their names on their paintings, draw around puddles in the garden and draw lines in which to ride bikes along.

Children count very confidently and more able children count up to 39. They recognise numbers and can count in sequence up to 10. They understand the concept of simple additions and subtractions. They are able to say what is one less or one more using their fingers. Staff provide many opportunities for children to use counting, such as counting the numbers of spoons they need to get for pudding and singing number songs.

Children learn about volume, capacity and measurement through a very wide range of activities, as they pour water from different size containers, pour water up to lines on bottles and discuss which bottles have the most and least water in them. They enjoy sorting Montessori cylinders into sizes and selecting the correct slot in which they belong. They take part in cooking activities, using scales and spoons to measure ingredients.

Staff provide excellent opportunities for children to learn about information and communication technology. Children demonstrate very good mouse control when playing games on the computer. Children take photo's using a digital camera, download them on to the computer and print them out, learning words such as 'file' 'select' and 'print'.

Children are provided with a very wide range of construction resources which they use fully to create their own designs. They confidently use mathematical language, such as longer, bigger, higher, heavy, light as they build towers and create rows with various building blocks.

Children learn about life cycles, as they are provided with lots of activities to explore living things over time. They plant grass seed, watch it grow, then cut it with scissors and watch it grow again. They are learning about themselves and others as they bring in photos from home to make their own family trees.

Children enjoy taking part in an extensive range of creative activities to explore textures and develop their senses. They explore colours, as the pour their own paint into dishes and use brushes, rollers and their hands to paint a cardboard box to make a sleigh. Children notice that

the brushes and rollers make different textures, others enjoy mixing the paint together with their hands commenting on colours they have made and using their imaginations, saying 'look I have made lovely custard'. Children sing action rhymes with great gusto and have a very wide repertoire of songs. Children dance with great enthusiasm, moving their bodies in a variety of ways to music.

Staff gather information from parents, previous developmental records and records from previous nurseries to identify children's skills and abilities. They then use this information as a starting point, to help children achieve and make progress. The staff are totally committed to support children's learning and use planned and spontaneous opportunities to extend children's knowledge, through excellent questioning and conversation. They show a very good awareness of when it is appropriate to join in with children's play and when to allow them to play independently. The staff work extremely well together and are highly motivated, creating an environment which children feel secure, happy and very enthusiastic to learn in.

Staff have an excellent knowledge of the Foundation Stage of learning and effectively plan a very varied and exciting curriculum to encourage children's learning in all areas. They use highly effective systems to observe, monitor and plan an extensive range of play experiences that help children meet individual targets and move on to the next step in their learning. This enables children to make very good progress.

### **Helping children make a positive contribution**

The provision is outstanding.

The partnership with parents is outstanding. This contributes significantly to children's well-being in the nursery. Staff actively seek parent's views about their child's needs and development, when they first start by asking parents to complete a short questionnaire about their child and through lots of discussions with the child's key worker. This ensures staff are sensitive to children's needs and their individuality is respected. Parents are given a booklet containing details about the nursery, which includes information on how to make a complaint and the early year's curriculum. Posters with information and photographs on 'Birth to three matters' and the early learning goals and booklets on activity topics provide excellent details of how children learn through play. Parent's are kept well informed of activities and children's food intakes and sleep details displayed on notice boards.

Parents receive an initial report after one month on how their child has settled. They then receive a progress report on their child every six months, which are of a very high standard giving excellent information on their child's developments and achievements and future learning targets.

Staff value and respect each child's individuality and all children are welcomed into the nursery and a fully inclusive environment is promoted. Children with English as an additional language are very well supported in the setting, as some staff are able to talk to them in their own language. Children do wonderful activities, such as colour charts, with displays of words with the different languages children speak in the nursery. Children with learning difficulties are very much welcomed into the nursery and there are excellent systems in place to ensure they

get excellent support to make progress. Staff work closely with parents and seek advice and guidance from other professionals when setting targets as part of individual educational plans.

Children are given lots of praise and encouragement to reinforce positive behaviour and acknowledge their efforts and achievements. This contributes to children's very high levels of self esteem and confidence. Children behave very well and respond to directions from staff in a fun way. For example, children and staff sing songs such as, 'go and put your coats on' and they quickly stand in line at the door, staff are also part of the line, providing excellent models for children. Any challenging behaviour is managed extremely well by staff, who observe any triggers that may cause it and make written behaviour plans, with strategies to deal with the behaviour, which are closely shared with parents.

Staff help children to develop positive attitudes about others and diversity through books, toys and welcome posters in other languages. They learn about other religious festivals and events through very well planned meaningful activities. For example, for Diwali children made diva's, made paper firework rockets and made chapattis. At Chinese New Year children made a dragon out of recycled materials and had a Chinese meal for lunch. Children learn about caring for others, as a parent brought her baby twins into the nursery and the children fed them with spoons and their bottles. Children enjoy local outings to parks and the library, and to post letters; and occasional outings further a field to theme parks. This positive approach fosters children's spiritual moral, social, cultural and development very well.

## **Organisation**

The organisation is good.

Children play in a friendly well organised environment in which the play resources are well presented. Displays of children's paintings and photo's of activities they have undertaken show that staff value their contributions and efforts.

Staff show a clear understanding of their roles and responsibilities and are effectively deployed throughout the nursery, which provides consistency of care for children. The effective key worker system ensures that children's needs are met and information is shared with parents. Most staff hold recognised childcare qualifications. There is an appraisal system in place which ensures staff training needs are met, so they regularly update their knowledge of current child care practices to support the care and learning of children.

There are regular opportunities to meet to plan activities, discuss issues and review policies and procedures, to ensure children's health, safety and well-being in the nursery. All documentation for the safe and effective management of the nursery is in place.

Their robust recruitment system ensures all staff caring for children are suitable to do. There is a good induction programme for new staff and procedures in place to ensure they are aware of all the policies.

Leadership and management is outstanding. The manager is an excellent role model and ensures staff have a very good awareness of the Foundation Stage curriculum and are able to provide an extensive range of stimulating activities for the children. The manager evaluates teaching



and the impact of the children's learning through extremely close monitoring of planning, observations of children's progress and staff's performance. The excellent organisation of the nursery means that staff meet up on a regular basis to discuss planning and evaluate the activities and children's learning. The setting meets the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

Since the last inspection staff have devised very effective systems to plan the next steps for children's play, learning and development. This ensures each individual child's learning is fully challenged to help them reach their full potential.

### **Complaints since the last inspection**

Since 1 April 2004 there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure all radiators are made safe or inaccessible to children

#### **The quality and standards of the nursery education**

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)