

Westminster Kingsway College Nursery

Inspection report for early years provision

Unique Reference Number	509896
Inspection date	06 March 2008
Inspector	Marilyn Joy
Setting Address	Kingsway College, Regents Park Centre, Longford Street, London, NW1 3HB
Telephone number	020 7391 6412
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Registered person	The Governing Body of Westminster Kingsway College
Type of inspection	Integrated
Type of care	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.

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 good.

WHAT SORT OF SETTING IS IT?

Westminster Kingsway College Nursery is one of four nurseries owned by Westminster Kingsway College and line-managed by a dedicated childcare co-ordinator. It is located to one side of the college building and has a separate entrance and garden for sole use of the children in the nursery. The nursery is located in the Regent's Park area and is easily accessible by local bus routes and the underground. The nursery comprises of two playrooms with integrated facilities. The nursery is set up primarily for the children of parents who attend classes at the college.

The nursery is registered for a maximum of 18 children aged from two years to under five years. There are currently 23 children on roll and, of these, seven receive funding for nursery education. The nursery offers support for children with learning difficulties and/or disabilities. All children currently attending speak English as an additional language.

There are three qualified staff on duty at all times with unqualified lunch time cover for a three hour period. Staff speak a diverse number of languages compatible with the children in attendance. The nursery receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children develop good hygiene routines because they are consistently and effectively supported by staff. Children know they should use soap to wash their hands and indicate to staff that they would like them to pass it to them when it is on a high shelf. They have their own toothbrushes and clean their teeth after lunch. Positive steps are taken by staff throughout their daily routines to prevent the spread of infection.

Time is spent with parents gathering information about children's individual health and dietary needs to ensure staff are fully aware of children's individual requirements. Generally this information is recorded clearly on children's record forms.

Healthy eating is given a strong emphasis within the nursery. Children are provided with a good range of healthy snacks which they enjoy. They learn to competently pour their own drinks, butter their toast and clear away afterwards. Even the youngest children quickly learn the routines and indicate when they would like a drink during the session by collecting a cup from the shelf. Staff encourage independence well by pouring water into a smaller jug so that all children can manage for themselves. Cooking activities offer children the opportunity to taste and prepare different foods, such as stir fry and noodles for Chinese New Year, fruit smoothies and cookies.

Some children stay for lunch and parents are provided with very good information in both written and pictorial format to help them promote healthy eating. Mealtimes are sociable occasions with staff sitting with children so they can encourage conversation and help them to understand the formalities of eating in a group.

Children engage in a good variety of activities to support their all round physical development. The well-resourced outdoor area captivates children's interest. They negotiate the climbing frame, manoeuvre bikes and pushchairs around the obstacles and balance along blocks. Hand-eye co-ordination is promoted well as children use the wide range of equipment, tools and materials available.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The premises are bright, colourful and exciting. The good range of toys and equipment are presented imaginatively and at low level. The home corner includes extra resources to extend their learning, for example a shelf has been added with ordinary everyday objects that children like to use, such as a clock, sunglasses and a camera. Attractive displays of children's work decorate the walls and focus on outcomes for children, such as staying safe and being healthy.

Children's welfare is safeguarded because staff are clear about their responsibilities and update training is planned for all staff. However, the written policy has not been updated with current guidance. Evacuation procedures are practised regularly so that staff and students know how to evacuate children quickly in an emergency and children can become familiar with the routine. Effective security measures are in place to ensure children are unable to leave the premises unaccompanied or with unknown persons.

Children's safety is given a high priority. Comprehensive written risk assessments are in place for the premises, activities and outings. Children learn about keeping themselves safe during road safety week and when they go on outings. They are shown how to manage equipment safely so they can cut up their own fruit and use scissors efficiently.

Helping children achieve well and enjoy what they do

The provision is good.

Children flourish in an atmosphere where they are encouraged and valued. Generally children attending the nursery do not have English as their first language, but have a wide range of home languages and backgrounds. Helping children to settle and form positive relationships with others is given a high priority. Language and communication skills are introduced skilfully by staff who speak clearly to children and sensitively interpret their attempts at English. Staff verbalise and explain what they are doing and what they expect of children. Children benefit from the effective support they receive, staff involvement in their play and the enthusiasm for learning encouraged.

Children move freely from one activity to another. They are busy, happy and well-stimulated. Activities follow children's interest and are extended according to their individual needs by staff who get to know them well. Focus activities are divided for older and younger children so that more appropriate activities can be explored, although some of the activities chosen work less well for the younger children when they do not have the older children to emulate. Children enjoy creative activities and spend time exploring cornflour and water, the playdough and the sand. They all independently access the writing area and experiment with mark-making, colouring and using scissors. All children engage in a broad range of activities and experiences that they enjoy. They gain confidence through the positive interactions with staff.

Nursery Education

The quality of teaching and learning is good. Effective teaching ensures children are able to make good progress according to their individual starting points. Children's personal, social and emotional development, as well as communication and language skills are given a priority within a broad and challenging framework of activities that supports their all round development extremely well. Children's interests and their next steps for learning are used effectively to inform the planning. Individual play plans are prepared for each child, although, there is no formal system linked to the stepping stones for tracking progress towards the early learning goals. Staff observe what children can do and record this information in colourful books shared with parents.

Good use is made of children's interests and naturally occurring events to maximise their learning. For example, when children could not find the balls for a specific game they wanted to play staff suggested they find the torches so they could hunt for them under the cupboards. This soon developed into a wider activity that encompassed most areas of learning. Co-ordination skills developed as they crawled under the table and when trying to hold the torch and focus the beam through a cardboard tube. They worked out what they would need to do to make the room darker so the light would shine more, how tools work by turning the torch on and off, and shining the light on the book so they could see the pictures.

The story of 'The Three Billy Goats Gruff' has been used extremely effectively to build on children's interest in the story and consolidate their learning. Children have made and painted models of the characters for the wall display, they can tell the story to each other, have

developed skills in operating a simple programme on the computer and become familiar with mathematical terms for position and direction. Children have thoroughly enjoyed the story and frequently use it to initiate their own play. Indoors they help themselves to the props and tell each other the story. When staff take the toy props outside children decide they do not need them because they want to act out the story for themselves. An idea initiated by one child quickly involves all children and they work together to build the bridge, decide where the grass is to go and ask staff to find something for the water. They crawl along the bridge saying trip, trap, trip, trap. Younger children who are less familiar with the story are included and practise balancing along the wooden blocks. Teaching effectively promotes children's learning.

All aspects of the Foundation Stage are promoted well. Innovative and simple ideas extend activities so that children are continually challenged in all areas, for example tubes are added to the garage for cars to roll down and photo books of children and their activities are added to the book corner. Children are encouraged to investigate, experiment and work things out for themselves. They explore a wide range of creative materials and learn action songs together. They learn to share and play co-operatively together. Many are keen to use the English words they have learnt, enthusiastically join in with familiar stories that are shared and excitedly ask for the abracadabra game. Children are motivated and keen to learn.

Helping children make a positive contribution

The provision is good.

Effective behaviour management strategies help children to understand what is expected of them and behave well. Staff are clear when explaining to children what is unacceptable and praise children when they do well. Successful arrangements are in place to support children with learning difficulties and/or disabilities. Staff work closely with parents and other agencies to support their specific needs.

Children attending the nursery are from a diverse variety of backgrounds. They rarely speak English and staff work hard to develop productive means to gather information from parents and share details of the service provided. Key words in children's own language are noted and used to help them to settle. Staff provide excellent support to develop their communication skills so they can participate fully in the life of the nursery. Children's individuality is valued with resources and celebrations reflecting the diverse make-up of the nursery. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents is good. Parents have access to children's records whenever they wish. Photos and examples of children's work illustrate the written observations made. Parents have opportunities to be involved in children's learning through the book sharing scheme and newsletters, although these are generally sent at the end of the term rather than at the beginning when children are introduced to new songs and themes. Children's next steps for learning are not usually included. Information for parents is thoughtfully produced, although not consistently used. There is a colourful pictorial booklet with simple details of the Foundation Stage so that parents who are learning English are able to understand it more easily.

Organisation

The organisation is good.

The nursery meets the needs of the range of children for whom it provides. Children benefit from the dedicated care provided by the consistent team of qualified and experienced staff who work well together. Recruitment and employment procedures are robust and supported

by the college. Ongoing professional development of staff is supported through training and appraisal. Most documentation is well-organised and accurately maintained. A range of policies and procedures underpin the smooth operation of the nursery, although some policies and the parent's file are not fully up-to-date. Staff ratios are maintained at all times and ensure that children are well supervised. Space is organised to provide exciting areas for children to play. Positive outcomes are promoted for children because the nursery is well-organised, efficiently run and children's care and well-being is of paramount concern.

Leadership and management is good. Children's learning is supported through the clear management structure in place and effective systems for evaluating practise and working towards improvement. Areas for development are identified and an action plan produced. Working in partnership with parents is one of the areas recognised for ongoing area for development. Children make good progress towards the early learning goals and achieve well given their capability and starting points.

Improvements since the last inspection

At the last care inspection the nursery was asked to ensure that Ofsted is kept informed of any changes at the setting. There have been no changes that have required informing Ofsted. Management are fully aware of their responsibilities in this area to ensure children are safe, healthy and well-cared for.

At the last inspection of nursery education the nursery was asked to develop the use of observations to inform the planning, develop rigorous systems to monitor and evaluate the effectiveness of the educational programme and to ensure more able children consistently challenged and independence promoted. Good progress has been made in all these areas which contributes positively towards children's learning experiences. For example, staff realised that circle time activities were not sufficiently challenging for funded children when younger children are present, so they changed the routine and introduced separate circle times that could be tailored accordingly and extend older children more appropriately. The nursery was also asked to provide parents with more information about the six areas of learning and the Foundations Stage. Excellent leaflets have been produced, however, they are not always shared with all parents. This is an ongoing area for development.

Complaints since the last inspection

Since the last inspection 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.

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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):

- update the child protection and complaints policy in line with current guidance and ensure that up-to-date contact information is included for Ofsted.

The quality and standards of the nursery education

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

- improve the system for tracking children's progress towards the early learning goals so that their next steps for learning can be easily identified
- develop a more consistent approach towards sharing information with all parents regarding the Foundation Stage, children's next steps for learning and how they can support their learning at home.

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