



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 509896

DfES Number: 581225

INSPECTION DETAILS

Inspection Date 12/11/2004
Inspector Name Malini Parmar

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Westminster Kingsway College Nursery
Setting Address Regents Park Centre, Longford Street
London
NW1 3HB

REGISTERED PROVIDER DETAILS

Name Westminster Kingsway College

ORGANISATION DETAILS

Name Westminster Kingsway College
Address Grays Inn Centre, 45 Sidmouth Street
London
WC1H 8JB

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Westminster Kingsway College Nursery is located to one side of the Westminster Kingsway College building with a separate entrance and garden for sole use of the children in the nursery. The College is located in the Regent's Park area and is easily accessible by local bus routes as well as London Underground stations.

The Nursery comprises of 2 playrooms, children's toilets and an office. Staff toilets are located within the college. The Nursery is set up primarily for the children of parents who attend classes in the College. There are 21 children on the roll of these 7 are funded 3 and 4 years olds. The group offers support for children who speak English as an additional language and children special educational needs attends the Nursery.

There are 4 qualified staff on duty at all times with unqualified lunch time cover for a 3 hour period. Staff speak a diverse number of languages compatible with the children in attendance. Teacher support is provided by the EYDCP.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Westminster Kingsway College Nursery provides a range of worthwhile activities, in a friendly and secure environment and children are making generally good progress overall.

Teaching is generally good; core staff have a secure knowledge of the foundation stage, which enables them to plan and provide a range of practical activities. Staff make evaluative observations on the children's progress. These are used to identify children's next steps and the process of using these inform future plans is evolving. Staff are deployed effectively to provide good support to individual children. They skilfully maintain purposeful dialogue with children to encourage them to think and talk about what they are doing. They organise the indoor space and resources in an attractive way to create a stimulating learning environment. Occasionally, however the challenges for more able children are insufficient and children become restless and search for things to do. Opportunities for children to select their own resources are insufficient and independence is not consistently fostered. There are effective procedures in place to support children with special educational needs and for children with English as an additional language.

Leadership and Management is generally good. In practice much of the success of the nursery stems from the effective role modelling of the manager. Staff are supported to attend training. The informal system to evaluate the settings strengths and weaknesses, and that of the programme for education, as yet lacks sufficient impact.

Partnership with Parents is generally good. They are warmly greeted and have regular opportunities to access records. There are systems in place to include parents in their child's learning. However they receive insufficient information about the curriculum.

What is being done well?

- Staff provide a range of interesting activities. They consistently ask useful questions to support and extend children's learning.
- Staff skilfully support children's opportunities to develop language skills by encouraging them to make their own books. Children frequently use these to recount their favourite times and activities at nursery.
- Staff skilfully raise children's interest in activities by participating alongside children. They are effectively deployed to support children.

What needs to be improved?

- the information parents receive about the curriculum
- planning to ensure that observations are used to identify next steps and these are consistently used to inform future plans
- the system for identifying the settings strengths and weakness and that of the educational programme
- opportunities for children to develop in their independence and challenges for more able children.

What has improved since the last inspection?

Generally good progress has been made since the last inspection. Children have consistent opportunities to count and begin to recognise numbers in all area of learning. The process of using assessment to develop future planning is evolving.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are confident and enthusiastic learners. Firm relationships are established as children learn to share, take turns and work co-operatively. They show good levels of concentration and motivation in their chosen tasks, for example, when decorating plates. Children behave well. Occasionally, challenges for more able children are insufficient, they have exhausted all possibilities on offer and wander in search of things to do. Independence is not consistently fostered.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children speak clearly and confidently as they engage both adults and their friends in conversation. They listen attentively to stories. Children delight in successfully reading from storybooks they have made. They benefit from using pictorial charts to follow recipes. Children enjoy selecting their names to self-register, but this opportunity lacks consistency. They ably label their work and enjoy writing lists in the home corner. Children receive insufficient chances to link sounds to letters.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children count confidently. They benefit from the consistent use of mathematical language and receive good support to recognise shapes, colours and sizes. Opportunities for children learn about space and measure as they scoop and fill bottles with sand, water and lentils are not consistently exploited. They successfully sort and match socks, bears and shapes. They have opportunities to be aware of simple ideas of addition and subtraction through practical activities and songs.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Regular trips to the library and local shops help children to learn about features of their locality. Good planned activities help children to notice changes that occur, for example, to chocolate when melted. They delight in exploring the sound and texture of shells and leaves, using magnifying glasses and their senses. They enjoy using the computer and manipulate the mouse well. They learn about cultures and beliefs through topics. Children receive inconsistent chances to develop sense of time.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

A range of indoor and outdoor activities help children to gain control, co-ordination and spatial awareness. Children regularly use tools and equipment to develop hand control and dexterity. They carefully, for example, scoop sand and squeeze pegs to strengthen fine motor movements. Children move freely; they enjoy balancing along beams, jumping, hopping and skipping. They skilfully manoeuvre around objects to stay safe. Children receive few chances to raise their health and bodily awareness.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children are provided with regular opportunities to explore a range of materials. They eagerly cut, stick, paint and mix sand and water to communicate their thoughts, ideas and feelings. Children participate enthusiastically in the music sessions, dancing freely with scarves to become "butterflies". They keenly explore a range of sounds with a variety of musical instruments. Imaginative play is sometimes short lived because children are given too little support to develop their ideas.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- provide parents with more information about the six area of learning and the foundation stage
- continue to develop the use of observations to identify next steps and use these to inform future plans
- develop rigorous systems to monitor and evaluate the effectiveness of the setting and that of the educational programme
- ensure more able children consistently experience suitable challenges and independence is fostered more fluently.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.