



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 135043

DfES Number: 500138

INSPECTION DETAILS

Inspection Date	07/12/2004
Inspector Name	Alison Joan Wadley

SETTING DETAILS

Day Care Type	Out of School Day Care, Full Day Care
Setting Name	Imperial College Early Years Education Centre
Setting Address	9 Princes Gardens London SW7 1NA

REGISTERED PROVIDER DETAILS

Name	Imperial College 03918307
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ORGANISATION DETAILS

Name	Imperial College
Address	Exhibition Road London SW7 2AZ

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

Imperial College Early Years Centre has been registered since 1992 and provides full day care for a total of fifty four children aged between six months and five years divided into four groups, 11 are funded 3 & 4 year olds. The service is also registered to operate holiday play schemes for twelve children aged from five to under eight years.

Provision is exclusively for students and staff of Imperial College. The Centre operates Monday - Friday between 08:45 and 17.15. Opening hours of holiday play schemes are 09:00-17:00 (excluding Easter & Christmas holidays).

There are currently 70 children on roll with a significant number of children having English as an additional language. The nursery supports some children who have been identified as having special educational needs.

There are shops, parks and libraries in the area and visits are organised to museums, London Aquarium and other suitable venues.

All sixteen childcare staff have Early Years qualifications and attend regular training to up date their knowledge and skills.

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

How effective is the nursery education?

The children at Imperial College Early Years Education Centre are making very good progress in the foundation stage.

The leadership and management of the nursery is very good and staff well supported and encouraged to attend regular training to update their practice. Managers consistently and clearly evaluate the provision and are committed to maintaining high standards.

The quality of teaching is very good and staff committed and enthusiastic about children's learning. The environment provided is stimulating and well resourced and the children motivated and proud of their achievements. Staff question the children appropriately and offer challenge through encouragement for them to explore and reach their fullest potential. Planning for the children is flexible and supports their progress overall. It is fed through valuable information gained by regular observation. Written plans do not always fully reflect children's learning through everyday play.

The centre provides well for those who have been identified with special educational needs through appropriate steps and support networks. The high percentage of children for whom English is an additional language progress well at the centre. They demonstrate a growing confidence in communicating with their peers in a linguistically rich and cosmopolitan environment.

The nursery has a strong partnership with parents and informs parents of all aspects of the foundation stage so that children's learning can continue at home. Parents are asked to give their views on the provision and their child's progress and are encouraged to be involved wherever possible, to support the curriculum.

What is being done well?

- Staff provide a stimulating and thought provoking practical environment where children are given choice and encouraged to make decisions.
- The quality of teaching is good and the staff team committed to and enthusiastic about the children's learning.
- The centre is particularly well resourced to support all areas of learning.

What needs to be improved?

- A review of written plans to reflect children's integrated learning through play.

What has improved since the last inspection?
Improvements since the last inspection have been very good. The programme for knowledge and understanding of the world, including science based activities, is now a strength of centre. It benefits from being very well resourced and set out in a way which encourages the children to explore and learn from the world around them.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children's progress in personal, social and emotional development is very good. They present as confident and relationships are good, with children forming valuable friendships with their peers. Children behave well. They are increasingly independent and make decisions based on the stimulating activities and resources on offer. The children show a growing concern for their own and others needs supported by their full inclusion in a rich cultural and linguistic environment.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children's progress in communication, language and literacy is very good. Children show pride in their achievements both in early writing skills such as learning to write their names on artwork; and in communicating to their peers and adults. They demonstrate an increasing vocabulary and a growing fondness for books. Children respond well to discussions and listen well to stories and rhymes, often re-enacting storylines through good role play opportunities.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children's progress in mathematics is very good. They show increasing perseverance in problem solving tasks including constructing and designing and working with natural materials. The children recognise numbers and are enthusiastic when counting through rhymes, weighing ingredients for cooking and measuring and comparing their height, for example. They demonstrate an increasing ability to make thoughtful patterns, to match and to sequence through practical activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children's progress in knowledge and understanding of the world is very good and successfully underpinned by a range of practical and science based activities. The children show curiosity and are motivated to explore and investigate the materials around them. They take part in fruitful discussions related to their experiences and learn about their own and others culture and religion. Technology is well used to support children's progress in all areas.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children's progress in physical development is very good and the children growing more aware of their bodies. They negotiate the environment and each other with increasing skill, demonstrating good spatial awareness. They crawl through tunnels, climb rope and chain ladders and manoeuvre vehicles outside with increasing coordination. The children show developing dexterity and control using a range of tools and malleable equipment in tasks such as drawing and constructing designs, for example.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children's progress in creative development is very good. They show increasing confidence exploring their imaginations when using a range of materials such as collage, foods, sand and water. They create interesting artwork and show creativity when choosing activities. They demonstrate increasing confidence during role-play activities, often dressing up and re-enacting stories. The children show an appreciation of music and rhyme, often accessing instruments during the session.

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

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no key issues as a result of this inspection but a point for consideration focuses on the reviewing of written plans to ensure they reflect children's integrated learning through everyday play.

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.