



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 131829

DfES Number: 532973

INSPECTION DETAILS

Inspection Date	11/01/2005
Inspector Name	Sarah Street

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Kingston University Nursery
Setting Address	3 Portland Road Kingston upon Thames Surrey KT1 2SG

REGISTERED PROVIDER DETAILS

Name	Kingston University
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ORGANISATION DETAILS

Name	Kingston University
Address	Student Services Penrhyn Road Kingston upon Thames Surrey KT1 2EE

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

Kingston University Day Nursery is run by Kingston University. It opened in 1987. It operates within the campus of the university occupying the ground floor of the art department and a portacabin. It caters for the children of staff and students of Kingston University. There is also a summer play scheme. The group opens each week day for 49 weeks of the year. The nursery is open from 08:15 until 17:45 Monday to Thursday and 08:15 until 17:15 on Friday. The play scheme operates during the summer holiday.

There are currently 16 children, aged 2-4 years on role. Of these 6 receive funding for nursery education. Children attend for a variety of sessions. The nursery currently supports children who speak English as an additional language.

The nursery employs 9 staff. 5 of the staff, including the manager, hold appropriate early years qualifications. 1 staff member is working towards a qualification.

The setting receives support from the Early Years Development and Childcare Partnership.

The nursery has a resident cat.

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

How effective is the nursery education?

Kingston University Nursery offers high quality education where children are making very good progress towards the Early Learning Goals.

Teaching is very good. The long standing, qualified staff team work together very well. Staff are very committed. They are always enthusiastic when working with the children and ensure the activities are fun. They regularly encourage children's confidence with appropriate praise. They are supportive of children during activities encouraging them to think for themselves and give ideas. The positive teaching methods enable children to learn through play. Staff are very supportive of children who speak English as an additional language and ensure they can participate. Staff have realistic expectations of the children and provide activities which interest the children. The written plans are clear and demonstrate a thorough understanding of the early learning goals. Observations are used to evaluate the children and then plan for their next stage of learning. Staff regularly attend training demonstrating their commitment to ongoing development.

Leadership and management is very good. The manager has a very positive approach and is very committed to the continued development of the staff and children. She manages well and is aware of the importance of working as a team, supporting staff whilst seeking their views. This enables staff to feel respected. Staff have regular access to, and attend, training. This ensures they are kept up to date with current practice. Staff are given time to plan and evaluate the activities. Staff say they find the manager very approachable and feel very supported.

Partnership with parents is very good. Parents receive written information about the activities. They are aware of written observations about their child and have meetings with staff to discuss children's progress and exchange information. This enables parents to be fully aware and well informed about their child's development.

What is being done well?

- Staff are very enthusiastic and committed to their role. The staff work very well as a team. They have excellent relationships with the children and regularly adapt and extend activities and conversations. Staff are very supportive of children who speak English as an additional language. They have adapted the activities and learnt some sign language to help all children feel included.
- Children's imagination is fostered through an interesting range of activities including puppet shows, small world play, creative activities and music. Children regularly engage in detailed imaginative play with staff and each other. The children use a variety of imaginary voices to enhance their play.
- Children have very good concentration and spend up to 30 minutes at a

chosen activity. They become engrossed in their game or activity and play very well with each other.

- Good links are developed with parents. They are able to be involved with their child's learning with the use of a home link book and are welcomed into the setting. Parents contribute to activities by bringing in items. They are kept informed about their child's development through written assessments and regular discussions with staff. Very positive feedbacks were received from all parents. They state that their children are very happy and learn through play.
- Planning is very clear and demonstrates a clear understanding of the early learning goals. Staff are clear what they hope to achieve. They evaluate their work and use these evaluations to plan for the future. They have a flexible approach and are able to adapt or change activities if children show a particular interest.
- Children are given the opportunity to learn about cultures different to their own. This is done in a way the children can understand. Activities include turning the home area into a restaurant relating to the theme, art and taste activities. Parents are asked to bring in items from home and share their cultural experiences.

What needs to be improved?

- more regular opportunities for older/more able children to link sounds to letters and words
- more regular opportunities for older/more able children to find the total number of items when groups are combined together.

What has improved since the last inspection?

This is the first funded inspection.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children have very good relationships with staff and each other. Staff are particularly supportive of children who are less confident. Children become very engrossed in activities. They are able to select their own resources and confidently tell adults if they cannot find something. The children are very well behaved. They are able to share and take turns. They are able to resolve issues without too much adult intervention. Children are very confident when talking to adults and visitors.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children enthusiastically listen to stories. Some children are able to re-tell a story to a small group. They handle books with care. They talk excitedly to staff and each other about past, current and future events. Children have a wide vocabulary. They regularly practice their writing skills and are confident to do so. Children can write recognisable letters. There are too few opportunities for older/more able children to begin to relate sounds to letters of the alphabet.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children confidently use numbers. They are able to count without adult support. Some of the children recognise numerals. They are able to sort and match. A minor weakness means there are too few opportunities for older/more able children to find the total numbers when groups are combined. Children recognise their shapes and are able to name, match and sort. They talk about and create patterns using paint, construction and malleable items. Children use language such as big and little.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Cultures different to their own are regularly explored by the children. This is done with relevance to the children's level of understanding with practical activities including art, imaginative and food activities. Children often go on outings in their local environment to parks, libraries and shops. The children are taken to the shops to help purchase toys and resources which they use. The children confidently design and construct using a range of art and construction items.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Small equipment including scissors, pencils and rolling pins are used by the children with good control. They explore a range of malleable items including play dough, cornflour and sand. Despite the outside area being small children are given regular opportunities to develop their gross motor skills with bikes, balls, hoops and dance activities. The children are also taken to parks where climbing skills are practiced. The children are able to negotiate any obstacles in their way.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Imagination is regularly and enthusiastically developed during play, This includes creative, construction and small world play. The children become engaged in long periods of detailed play with each other. They regularly and happily explore colour, texture and form. Creative activities are the children's own work and they are very proud of their achievements. They enjoy music, using songs, instruments and dance to explore the different sounds music makes.	
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 significant weaknesses to report but consideration should be given to the following
- provide older/more able children with more regular opportunities to hear and say the initial sound in words and to know which letters represent some sounds
- provide older/more able children with more frequent opportunities to find the total number of two or more groups.

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.