

Westfield Nursery at Queen Mary University of London

Inspection report for early years provision

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Inspection date	01/09/2010
Inspector	Shaheen Belai

Setting address	406-408 Bancroft Road, Tower Hamlets, London, E1 4NS
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Type of setting	Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Westfield Nursery at Queen Mary University registered in 1991. It operates from within the campus site of the Queen Mary University Of London. The nursery is situated within the London borough of Tower Hamlets. The nursery operates from a purpose built three-storey building, children are cared for in the lower two levels in five rooms. In addition, the children have access to a sensory room, two enclosed outdoor play areas and associated facilities.

The nursery is registered to care for a maximum of 65 children in the early years age group. The nursery operates each weekday, 48 weeks a year, from 8.30am to 5.30pm. The nursery provides care for children whose parents are students or employees of the university as a priority. If places are available, then the nursery does offer a service for families who do not attend the university, live in or out of the borough. There are currently 75 children on roll, who attend either full time or part time. The nursery has children attending who receive nursery education funding. The nursery is registered on the Early Years Register, and the compulsory and voluntary part of the Childcare Register.

The nursery employs 21 staff, this includes the manager. All staff hold an appropriate early years qualification.

The nursery receives the support of the local authority early years department, it participates in a quality assurance scheme and also holds the Investors in People award.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have a good understanding of the individual needs of each child, which promotes their learning and welfare needs are met. The nursery offers a welcoming and inclusive provision for children of different ages and abilities. Children are very happy, settled and thriving, because staff provide a safe and secure environment where children are valued. The nursery provides a regular, two-way sharing of information with parents daily, as well as developing links with other agencies to contribute to children's individual needs. Management makes use of varied forms of self-evaluation to allow them to identify nursery's strengths and weaknesses. Since the last inspection, management has successfully addressed recommendations raised, this has enhanced the learning and welfare needs of children.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- review planning and resources to extend opportunities for children of all ages to explore a wide range of resources to develop skills in using information technology
- extend on current systems of spontaneous observational assessment to link to the six areas of learning, early learning goals and identify the next steps.

The effectiveness of leadership and management of the early years provision

The nursery's documentation is well organised and readily accessible. All policies and procedures are reviewed annually or as required. All health and safety records are maintained, for example, records of daily risk assessment and emergency evacuation practice records. The setting has effective procedures to ensure safeguarding all children. For example, all staff employed are vetted for suitability to work with children. In addition, staff are confident to know what to do if they have concerns regarding child protection. The nursery ensures all visitors sign their details into the record's books, children's arrival and departure is carefully monitored and recorded. Additional measures contribute to children's safety, such as Closed Circuit Television and secure exit doors.

Systems for promoting children's good health are effective, such as users and visitors encouraged to use anti-bacterial hand gel solution on arrival to the setting. Staff follow good hygiene practices when serving food and changing nappies. All staff are trained in first aid, as well as a number of staff being trained in food safety and for the administration of specific medication, such as the Epi-Pen. This contributes to children's health. All required records for the management of children's health are in place, clear policies and procedures ensure parents and staff adhere to these. For example, medication consent forms, accident records and parental consent sought for seeking emergency medical treatment.

The nursery has developed a positive working relationship with parents through various systems. For example, daily exchange of information, provision of monthly newsletters, informative parental notice board, provision of parental questionnaires periodically, parental representatives and parent focused meetings. Management uses these systems as part of the nursery's self evaluation as well as ensuring continuity of care is promoted. The nursery employs staff who are suitably qualified and experienced in childcare. They are further supported to attend additional training that will enhance their development, as well as enhance the care of children. Careful planning and effective contingency plans ensure staff absences are covered by regular cover staff and ratios are maintained. Management and staff have a clear understanding of working with other agencies, such as the local early years advisor and developing links with other local child care venues. Management are fully aware of their roles and responsibilities, and have supported staff to develop their roles further. It also includes the staff participating in a quality assurance scheme and obtaining the Investors in People award. Management involves the staff team to allow them to identify strengths and weaknesses. This has enabled them to meet previous recommendations and

work as a team to develop the outdoor play area.

The quality and standards of the early years provision and outcomes for children

Staff use their knowledge and experience to make individual plans for children's learning and development. Relevant and informative information is sought from parents at the point of settling-in. This enables staff to identify children's initial starting points. Observation and assessment is a regular part of the staffs planning, as key persons ensure that children's progress is recorded. They ensure they include a range of evidence to support their findings, such as detailed focused written observations and photographic evidence. Focused observations are carried periodically and are detailed and informative. In addition, staff carry out spontaneous observations. Although, these do not always indicate the outcome of what area of learning is being identified and how they contribute to the on-going assessments. The planning of activities both indoors and outdoors provides a good balance of adult led and child free play. This enables children to develop their confidence and independence skills.

Children are well settled, trusting and at ease with the adults caring for them, and their environment. Children seek staff for comfort and cuddles, young babies are held warmly and given lots of face to face contact. They play well with peers and older children are developing close relationships with each other. Children are encouraged to be independent, such as serving their own food or in selecting play resources. Staff provide close supervision, engage as play partners and are positive role models. These practices contribute to the positive behaviour the children present. Children concentrate for long periods, as they persevere for long periods in interesting and challenging play activities. For example, young infants enjoy sensory play as they handle large colourful pebbles and shiny pans. The outdoor play area has been developed to allow children regular excess and free flow play for older children, enabling them to have opportunities to access physical play and fresh air. Children love the range of resources and activities planned for outdoor play. They explore the garden using props to place soil in pots, find insects and access a range of large equipment to promote their physical development.

All ages enjoy creative and exploratory play. Display work and photographs displayed reflects the wide range of creative and messy activities all ages participate in. Young babies and toddlers explore textures and mediums that additionally promote their senses. Children develop fine motor skills as they use a range of tools, as they carry out creative activities and handle a range of mediums. Small world play and the well sourced home corners enable children to express their own personal lives as well as use their imagination. Pre-school children benefit from staff devising specific resources as part of the theme work being followed. For example, a car repair garage. The use of sensory room allows young children to use a range of equipment to promote their senses.

Verbal communication with babies is supported with the use of basic Makaton signing, this enables ease of communication. Staff support children who have

English as an additional language, as they use basic words in the child's home language to enable communication. Children engage in conversations and respond to questions skillfully initiated by staff to promote children's understanding and develop their vocabulary. Children enjoy songs, rhymes and books. The setting has a rich and varied range of books for all ages. All areas use a good range of clear text labeling and picture labeling; this supports children's early reading skills and independence in choosing play. Children enjoy looking at books independently, with a peer or with a member of staff. Children have ample opportunities to problem solve, such as playing with puzzles, grading materials and handling 2-D shapes. Pre-school children begin to develop a further understanding of maths as staff introduce them to new vocabulary. For example, as they compare the portions and sizes of their meals using such words as halves, quarters, full and empty.

Children participate in celebrating specific festivals, allowing them to gain an insight of other's beliefs. The setting has a good range of resources to promote diversity, such as in the area of race and gender. Children participate in regular cooking activities, where they learn to explore science and maths. Children have opportunities to explore their local community, such as visiting the post office in the University or walk along the canal bank. The use of information technology is available, although the range and frequency of access for all ages is limited.

Children are developing an understanding of a healthy lifestyle, as they experience healthy eating, as they engage in discussions with staff as to how their bodies function and the range of physical activities they participate in. They are developing an understanding of how to keep themselves safe, for example how to handle knives safely and how to climb large equipment correctly. Young babies and toddlers are secured safely in seats using an appropriate safety harness at meal times. Space is organised to ensure babies can crawl freely and be supported to promote their mobility. Children acquire skills and abilities which are age appropriate and their progress prepares them for future learning needs.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met