

Westminster Kingsway College Nursery

Inspection report for early years provision

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Inspection date 13/06/2012
Inspector Helen Steven

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Type of setting Childcare - Non-Domestic

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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

Westminster Kingsway College Nursery registered in 1993. It is one of two early years settings owned by Westminster Kingsway College, overseen by a dedicated childcare coordinator. It is located to one side of the college building and has a separate entrance and outdoor space for children attending the nursery. The nursery is located in the Regents Park area of the London Borough of Camden. The nursery comprises two playrooms with integrated facilities. It is primarily for children of parents attending classes at the college.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Child Care Register. A maximum of 18 children aged from two years may attend, all may be in the early years age group. There are currently 23 children on roll, of these seven receive funding for nursery education. All children currently attending speak English as an additional language.

There are four qualified staff on duty at all times, including the manager. To ensure ratios are always met, there is an additional, qualified peripatetic staff member. Staff speak a number of community languages.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thrive in a stimulating environment that, overall, is well planned to meet children's education needs effectively. The managers are motivated and enthusiastic. Together with the staff, they undertake regular training and systematically reflect on their practice to improve the quality of the provision. The nursery effectively promotes equality and inclusion across all aspects of the provision. Most of the required documentation is in place. On the whole, systems for working in partnership with parents are successful, and staff aim to forge links with outside agencies.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- conduct a formal risk assessment at least once a year, 04/07/2012
maintain a record of this assessment which clearly states when it was carried out, by whom, date of review and any action taken following a review or incident (Premises, environment and equipment)

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

- develop further the outdoor learning environment, and where possible, enable children to move freely between indoor and outdoor areas
- strengthen the partnership with parents in order to further involve them in their child's continuous learning and development

The effectiveness of leadership and management of the early years provision

Staff's secure awareness and ongoing training help ensure children are safeguarded effectively. The staff have been in place for a number of years and all have had a Criminal Record Bureau check. There is a comprehensive range of policies and procedures, which have been recently reviewed to ensure the smooth running of the nursery and children's well-being. Overall, documentation is well maintained and organised effectively. Daily safety checks are carried out to reduce hazards to children. However, a formal annual risk assessment has not been undertaken, with a log of when it was carried out and by whom. This is a breach of a specific legal requirement. Staff are deployed effectively and know their roles and responsibilities.

The nursery evaluates its service effectively in order to improve the outcomes for children. The organisation has appointed a new service coordinator, who holds Early Years Professional Status. Managers work well together, with a common sense of purpose to improve outcomes for children. They are enthusiastic and have high expectations for securing improvement. Regular training enables staff to further raise their skills and enhance children's learning. For example, staff are undergoing training to be able to facilitate forest school activities within the setting. Proposals are in place to secure an area adjacent to the nursery, which will provide children with permanent safe and secure access to grass and shrubbery. The indoor environment is very welcoming, and staff have created a warm and friendly atmosphere. This area is set out very creatively and provides a good range of stimulating resources and activities for the children. The outdoor space does not always allow children freedom between indoors and out. The area is not as rich in text and numbers as indoors, and resources are not as readily accessible.

Inclusion is at the heart of this setting, with every child on roll having English as an additional language. The nursery has undertaken the Every Child a Talker project to help staff support children's learning of language and reduce any potential achievement gaps. Beautiful pictures of the children and their families are on display around the nursery, reflecting the rich cultural diversity of this setting. Overall, there is a good partnership with parents, and information is exchanged verbally on a daily basis. Pictorial records are kept to enable parents to see activities their children have undertaken. However, staff do not always succeed in overcoming barriers to communicating children's progress to parents and encouraging them to be involved in their children's learning. Parents are positive in their feedback. They feel the staff are very good, kind and treat children properly. Parents report that their children are happy and that they have noticed the good

progress they have made in speaking English, in their confidence and overall behaviour. The staff are keen to forge links with other agencies in order to share information and contribute to the support of children's individual needs.

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

Children are very happy and content in this friendly and welcoming environment. They are supported to become active, curious and inquisitive learners, who are developing skills for the future. Children enthusiastically engage in activities, which are attractively presented. The indoor environment is well-planned. Children confidently transfer resources across areas to enhance their play, and staff suggest further resources. Plans follow observations of the children and take into account their interests, and staff ensure activities support their progress towards the early learning goals. Most children behave well, and others are gaining confidence and learning to behave in line with expectations. Children are given meaningful praise from the staff, who are good role models. There are 14 different home languages spoken by the children. Children's key persons know which languages children use and understand keywords in each language. Community languages and family pictures are on display throughout the setting to give children a true sense of belonging. A key strength of the setting is the support given to children to develop their spoken English and communication skills. Cosy areas encourage children to communicate with each other. They chat and share ideas, demonstrating their understanding and progress. When an action or word reminds them of a song, they sing with gusto. Animated storytelling, punctuated with song, engages children and develops their vocabulary.

Children negotiate space well while riding tricycles or pushing buggies around the outdoor area. When space became congested with all the children playing at the same time, staff instigated a one-way system and a stop-and go-game. Children balance along beams and have opportunities to enjoy music and movement regularly. Children engage in problem-solving activities, for example using shape sorting eggs. Children placed vehicles in lengths of guttering in the sand area. They experimented by rising and lowering the guttering to make the vehicles go forwards and backwards, faster and slower.

Children demonstrate they are developing an understanding of keeping safe. For example, during a visit to the outside green space they found a bee on their bug hunt. The children felt great excitement but remembered not to touch it in case it stung them. Children practise regular fire drills so are becoming aware of what to do in an emergency. Staff remind children they must not swing toys around to ensure the safety of themselves and others. Resources and discussions about dental hygiene encourage children to adopt healthy lifestyles. In partnership with parents, children benefit from healthy and nutritious snacks and lunches. Dietary requirements are known and displayed for staff. Independence is encouraged; for example, children butter their own toast at snack time and pass out plates to their friends. Children are beginning to develop an understanding of sustainability. They

have opportunities to grow food and recycle.

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	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- undertake a risk assessment of the premises and equipment at least once in each calendar year (Suitability and safety of premises and equipment) (This also applies to the voluntary part of the childcare register) 04/07/2012

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the compulsory part of the Childcare Register section of the report (Suitability and safety of premises and equipment) 04/07/2012