

West Thames College Nursery

Inspection report for early years provision

Unique Reference Number	116213
Inspection date	17 January 2008
Inspector	Deborah Jane Orchard
Setting Address	London Road, Isleworth, Middlesex, TW7 4HS
Telephone number	020 8326 2318
E-mail	
Registered person	West Thames College
Type of inspection	Integrated
Type of care	Full day care, Out of School care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

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

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

College Nursery is one of two nurseries operated by West Thames College. It opened in 1997 and was originally registered jointly with the Heath House Nursery. Heath House Nursery was registered as a separate provision in 2007.

College Nursery operates from a premises in one of the college buildings, situated in Isleworth in the London Borough of Hounslow. The premises comprises of three rooms, one of which is used for babies and younger children's rest, a kitchen, office, staff room and two bathroom areas. There is an enclosed outdoor play area. The nursery implements the Birth to three matters framework and the Foundation Stage curriculum.

The nursery caters for the children of students, and staff employed at, the college. A maximum of 32 children may attend the nursery at any one time. There are currently 35 children on roll, five of whom receive educational funding. The nursery supports children with learning difficulties and/or disabilities and children who speak English as an additional language.

The nursery is open each weekday from 08:45 to 16:30 during college term times. The nursery employs six full time staff plus five part time staff, including the manager, all of whom hold

appropriate early years qualifications. The holiday play scheme is opened during the Easter and summer college holidays and operates from 09:00 hours to 16:00 hours. The provision is staffed by the nursery. The nursery receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a clean and well maintained environment. The staff follow clear procedures which helps to protect children. For example, wearing protective gloves for changing nappies. The records contain the necessary details to ensure children's individual needs are met. These include details of any special medical requirements. Children are able to learn the importance of being healthy as they are being encouraged to use the toilet and wash their hands independently, supported by photos and signs in the bathroom.

Children sit together for meals as they chat about foods that are good for us. They benefit from nutritious and well planned meals, which take account of their individual dietary needs. Children can access drinking water throughout the day from the water cooler. The kitchen staff ensure children are served food at the correct consistency for their age and stage of development. They are very aware of what children eat, ensuring they are provided with a good range of foods throughout the day. Older children clear away after eating, however, they are not consistently serving themselves at meals, which reduces opportunities for developing their independence.

Children have good opportunities for physical development. They climb, run and play with balls in the secure outdoor area. Younger children have fun in the fresh air as they sing songs outside. They crawl to grasp objects on the soft area inside, developing their large muscle movements. Older children are offered sufficient challenge as they use large apparatus and manoeuvre a variety of wheeled toys.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are able to move around freely in a welcoming and child focused environment. The walls are displayed with children's art work and bright posters which helps children develop a sense of belonging. Children are able to access a wide range of good quality resources, which are stored at a low level to allow them to make choices in their play. The babies can reach the age appropriate toys, which are laid out invitingly on the carpeted area. Suitable equipment is available to meet the needs of the children the nursery is registered for, for example, cots and appropriate seating.

Children are kept safe and secure on the premises as staff pay careful attention to supervising. For example, sleeping children are checked very regularly and a written record is kept. Written risk assessments are carried out to help identify and reduce any possible hazards and all areas are visually checked before use.

Children are safeguarded as the staff have a sound understanding of their role and responsibilities regarding child protection issues. They are able to recognise possible indicators and are aware of the importance of recording and reporting any concerns. There is a named person for any related issues, who has received training in this area.

Helping children achieve well and enjoy what they do

The provision is good.

Children are having fun in the nursery, enjoying the freedom of being able to move easily from inside to outdoors. They self select a variety of interesting activities which are enticing, accessible and clearly labelled. The staff are nearby encouraging children and offering appropriate levels of support.

Younger children benefit from the team's knowledge of the Birth to three matters framework, which they use in planning a range of stimulating activities. The children communicate very well, waving goodbye, signing and verbalising. They have great fun exploring different textures as they play with corn flour and look at 'feely books'. Babies strengthen their bodies as they participate in 'tummy time' and stretch to grasp objects. They enjoy the company of caring staff as they snuggle up for stories and look at images in the photo book.

The quality of teaching and learning is good. Children play happily together, maintaining interest as they engage in activities. They are confident to approach staff if they need any support. The staff team has a sound knowledge and understanding of the Foundation Stage curriculum and use this guidance to plan a rich programme for the children attending. They collate information about the children's achievements, through observation and assessment. The staff use good methods for teaching. For example, they encourage children to recap on their learning experiences through discussions and looking at photos. The children respond eagerly sharing the events they have been participating in and draw pictures of these in their individual books.

Children are progressing in their personal, social and emotional development as they make independent choices in their play. They put on their coats to go outside to play, demonstrating their confidence in using self help skills. They play happily together, sharing and taking turns. They are forming friendships as they choose a friend to go to the bathroom with and get to know new children, who are settling in. Children are confident speakers, contributing at circle time as they share their news. They are extending their communication skills as the staff ask open questions to encourage thinking and use sign language during the day. Children enjoy listening to stories and self selecting books from the inviting book area. They know how to handle books correctly, demonstrating their understanding that print and pictures carry meaning. They tell their own stories, which the staff record. The children have some opportunities to mark make using pencils, pens and brushes. However, they are not consistently mark making for a purpose, for example, by making their mark on their own work. Children enjoy being creative as they explore a variety of materials, including twigs and leaves, which they use to make their own pictures. They make music in the 'willow house' outside and sing familiar songs.

Children are learning to count to twenty and beyond as they sort different coloured objects and sing songs. They are developing knowledge of positional language as they talk about who is 'in front' or 'behind'. They explore shapes through discussions and art work and gain understanding of capacity, weight and measure as they scoop and fill jugs of pasta. They learn about technology as they explore how things work by using tape recorders and a computer. They explore the natural world as they dig in mud to find worms and look for insects. They learn about weather patterns as they drip water to represent the rain and swirl the blanket to make wind. They have opportunities to increase their understanding of the wider world and the lives of others as they make visits in the local community and play with the Chinese cooking utensils during imaginary play. They celebrate a range of festivals throughout the year and look at positive images on the walls. Children develop fine muscle movements as they confidently

handle scissors and thread beads on to strings. They participate in regular physical activities, developing their spatial awareness, coordination and large muscle movements.

Helping children make a positive contribution

The provision is good.

Children are happy and secure in the setting as they have a key person, who recognises their individual needs. All children are treated with respect and staff ensure they are supported in feeling settled. For example, staff are affectionate as they show new children the surroundings and routines. Children are developing an understanding of the world in which they live as they are able to access a range of resources which positively reflect diversity within the community. Children with learning difficulties and/or disabilities are welcome in the nursery. The staff have a very positive attitude towards inclusion and work on individual plans with relevant professionals and families to meet each child's individual needs. A number of children attend who have English as an additional language. Staff learn key words in different languages to help support these children. All children are effectively using sign language in daily routines. For example, younger children are using sign gestures with confidence during meal times.

Children are behaving very well as the staff are polite, supportive and kind. They learn the boundaries of acceptable behaviour as staff use strategies, appropriate to the age and stage of development of each child. Children are able to feel good about themselves as they are being praised regularly for their achievements. For example, their art work and their perseverance at chosen activities is recognised. They are learning to be responsible as they play an active role at 'tidy up time'. This positive approach fosters children's spiritual, moral, social and cultural development.

Children benefit from good communication between staff, parents and carers. A range of supportive information about the service, policies and procedures are made available for parents. Parents and carers are regularly kept informed through newsletters, daily discussions and an information board. The setting values the opinions of families and provides questionnaires and a suggestion book to obtain their views. The staff keep progress books which contain examples of children's work, photos and details of their progress, these are shared with parents.

Partnership with parents and carers of children who receive nursery education is good. The parents are provided with detailed information about the activities on offer and the different areas of learning. They are able to meet formally to discuss their child's development. Parents comments are positive and they are happy with the progress their children are making. The staff are beginning to develop ways to help parents support their children's learning at home.

Organisation

The organisation is good.

The leadership and management is good. An enthusiastic and friendly team ensure children have positive play and learning experiences whilst at the nursery. Staff are clear of their role and responsibilities and work very well together. This helps contribute to the smooth running of the setting. The staff members are able to take key roles in different areas and receive regular training, which helps them to feel motivated and valued. The setting regularly reviews their work and they are committed to continuously enhance their service.

Children are secure in the setting and carefully supervised as staff are well deployed. The good adult to staff ratios ensure children receive plenty of support and attention. The environment

is well organised and provides a variety of stimulating learning experiences both indoors and outside. All the required documentation is in place, however, the record of accidents needs revising to ensure confidentiality is maintained. The paperwork is well maintained and stored securely. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the provider was asked to develop team knowledge of child protection issues. All staff now attend training regarding safeguarding children. A named person attends additional training and shares this knowledge with staff. This helps ensure children are safeguarded.

The setting was asked to improve nursery education by increasing opportunities to help develop language, maths and information technology. In addition, they were asked to increase opportunities for spontaneous outdoor play and outings and introduce systems to monitor and evaluate the quality of nursery education. The nursery provides a wide selection of resources which promote learning in all areas of development. The children are able to participate in a range of interesting activities both inside and outdoors. This contributes to children's all round development. The setting has regular meetings and uses benchmarking, monitoring and evaluation to ensure all children are able to make progress in their learning.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- provide regular opportunities for children to help themselves at meal times
- ensure accidents are recorded separately to maintain confidentiality

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- increase opportunities for children to mark make for a purpose

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk