



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 116213

DfES Number: 532931

### INSPECTION DETAILS

Inspection Date 19/01/2005  
Inspector Name Jamila Aslam

### SETTING DETAILS

Day Care Type Full Day Care, Out of School Day Care  
Setting Name West Thames College Nurseries  
Setting Address London Road  
Isleworth  
Middlesex  
TW7 4HS

### REGISTERED PROVIDER DETAILS

Name West Thames College

### ORGANISATION DETAILS

Name West Thames College  
Address West Thames College Nurseries  
London Road  
Isleworth  
Middlesex  
TW7 4HS

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and 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

West Thames College has a total of four provisions. It operates from three different sites in a purpose built building. It is situated on London Road in Isleworth and Heath House is opposite the main college building. In the main college site the children have access to a secure enclosed play area, and in Heath House the nursery and Playgroup share access to an outdoor play area.

The College Nursery (Main site) provides full time places for children aged between 2 and 5 years and is registered for 32 children. This facility caters for students children ( students who study at West Thames College), and is open between 08:45 and 16:30 Monday to Friday, term time only.

Heath House Playgroup provides part time places for children aged between 2 and 5 years and is registered for 15 children. This facility also caters for students children and is open for morning sessions from 09:15 to 13:15 during term time only.

Heath House Nursery provides full and part time places for children aged between 6 months to 5 years, and is registered for 26 children. This facility caters for students of the college and is open between 08:30 and 17:30 (Fridays 17:15), Monday to Friday, term time only.

The college also offers a holiday play scheme in the summer catering for children aged 3-9 years. The scheme is registered for 32 children and takes place in the College Nursery in the main site.

Between the two nurseries and playgroup there are currently 75 children on roll. Of these 34 children receive funding for nursery education. The nursery support children with special educational needs, and also supports children who speak English as an additional language.

The provisions employ 20 staff, all of whom including the managers hold appropriate early years qualifications.

### **How good is the Day Care?**

West Thames College provisions offers a good standard of care to children.

The provisions are well-organised. The staff have a good understanding of their role and responsibilities and the children are well cared for. Staff have good opportunities to develop their childcare knowledge through attending various training courses. The premises in each provision are warm and welcoming and resources are arranged so that they are easily accessible to children to promote self selection and encourage children's independence.

The care of the children is very good. Staff plan interesting activities using the wide range of toys and resources available. Children have good opportunities to make progress in all areas of their development. Staff manage the children's behaviour consistently and they place a high priority on meeting the children's individual needs. Most staff have a good understanding of procedures to follow in relation to Child Protection. There is a strong emphasis on equal opportunities throughout the nursery. Staff have a good understanding of the children's individual needs, and celebrate and acknowledge a range of festivals from a variety of different cultural backgrounds.

The premises are clean and well maintained. There is a strong emphasis on children's safety and all of the required safety policies and procedures are in place. Children learn good hygiene practices through daily routines. A catering company is employed to provide nutritious meals, and offers children a well balanced diet. However the transportation of food in one of the provisions requires review to comply with food regulations.

Partnership with parents is good. Staff give daily feedback about the children's routines, activities and achievements. There are opportunities for parents to meet with staff formally to discuss their child's progress at parent meetings. Staff monitor the children's progress and they keep a record of their observations to share with parents.

### **What has improved since the last inspection?**

At the last inspection actions raised were to have a written procedure for allegations of abuse made against a member of staff, to keep a record of children, staff and visitors arrival and departure times, obtain a copy of the Area Child Protection Procedures, and have a written statement with regards to bullying.

Arrangements and documentation is now in place which meet all the actions raised.

### **What is being done well?**

- The nursery is well resourced for toys and equipment. Children can play happily together in groups and the resources are clean, well maintained and regularly replenished. The toys are anti discriminatory and reflect positive images of race, gender and disability.

- There is a strong emphasis on equal opportunities throughout the nursery. Staff have a good understanding of the children's individual needs, and celebrate and acknowledge a range of festivals from a variety of different cultural backgrounds.
- The nursery creates an environment that encourages good behaviour, staff are confident in their management of children's behaviour. Children behaved well and have good relationships with the staff.
- Children's developmental files are kept in their base rooms and are accessible to parents. The written policies and procedures are made available to parents at each session. The required records are kept and were available for the inspection.

#### What needs to be improved?

- the transportation of food in Heath House Nursery
- staff understanding of child protection issues

#### PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

There are no complaints to report.

#### Outcome of the inspection

Good

#### CONDITIONS OF REGISTRATION

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

#### WHAT NEEDS TO BE DONE NEXT?

#### The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
8	Ensure that those responsible for handling food are aware of, and comply with, Environmental Health requirements
13	Develop staff's knowledge and understanding of child protection issues

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

### How effective is the nursery education?

The education offered at West Thames College nurseries and playgroup is generally good. Children are making good progress in four of the six areas of learning, and are making very good progress in personal social and emotional development, and in creative development.

The quality of teaching is good. Most staff understand how children learn and are familiar with the stepping stones and early learning goals. They create a rich, stimulating environment where children enjoy learning through a wide range of interesting activities. However, children would benefit from further opportunities to develop IT skills, link sounds to letters and calculate and predict in everyday situations. Adults are positive role models, they manage children's behaviour sensitively and consistently, whilst fostering their self esteem and confidence. A key strength in the quality of teaching is in the support given to children who are learning English as an additional language. However planning, observations and recording require further detail.

The leadership and management is good. Strong leadership skills enable the staff to work very effectively as a team, they have a good understanding of their role and responsibilities. Communication systems in place for staff and parents are effective. Managers offer clear guidance and direction to the staff who are professional and enthusiastic. The management team are committed to providing high quality care and education. However systems to monitor and evaluate the education programme offered is not fully effective.

Partnership with parents is very good. Positive relationships with the parents ensures they are well informed about the setting, the curriculum and children's progress. Parents are warmly welcomed and encouraged to share what they know about their child. Parents speak very highly about the setting, the good progress children make and the knowledgeable and approachable staff team.

### What is being done well?

- Children are making good progress in all areas of the curriculum because staff provide a rich and stimulating environment with a good range of varied and exciting activities.
- Children have very good opportunities to develop their imagination through differing experiences. In particular, very good use is made of different role play situations for example, a hairdressers, vets, baby clinic and construction site. Staff support and extend imaginative play well.
- Children are given plenty of attention individually and in small group situations as staff are well deployed.

- The setting works very well in partnership with parents. There are good systems for sharing information, keeping parents informed of children's learning and progress. This creates a positive and successful learning environment for children.
- Children who are learning English as an additional language are supported by skilled staff. Children are integrated well into all activities and are gaining confidence and fluency.

#### **What needs to be improved?**

- the systems in place to monitor and evaluate the quality of the nursery education delivered and the progress children are making towards the early learning goals
- the opportunities for children to practice linking sounds to letters, develop calculating skills through practical activities, predict and record mathematical findings, and use, become familiar with, and develop confidence in computer skills
- the use of observations of what children know and can do to systematically plan for children's individual development, and inform planning to enable differentiation for children who learn at different rates
- increase opportunities for spontaneous physical outdoor play

#### **What has improved since the last inspection?**

There were three key issues to address from the previous funded education inspection.

To ensure that children's progress is tracked in all aspects of each of the six areas of learning and link the record keeping system more closely to the early learning goals;

In knowledge and understanding of the world, provide regular planned opportunities for children to explore and communicate by using technology. Increase resources to support this aspect of the programme;

In physical development, provide children with more opportunities to fully develop their climbing skills through the use of more challenging equipment.

Systems are in place through observations and short term plans to track children's progress, although further development is required, and this remains a key issues.

Resources have been extended and more planned opportunities are in place to allow children to explore and communicate using technology. However children would benefit from more frequent opportunities to use and develop their computer skills.

The provision has, and is continuing to extend, the outdoor resources which provide children opportunities to use more challenging equipment and develop climbing

skills.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are curious and enthusiastic. They model the consideration and respect staff show them, as they develop relationships with adults and peers. Behaviour is very good as children are given lots of praise and encouragement. Independence skills are promoted, and children enjoy selecting their own choice of activity, but there are some missed opportunities at snack times. Children have a strong sense of belonging to their community as they learn about others cultures and beliefs.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children have good exposure to labelling in a number of different languages, and children for whom English is an additional language are very well supported. Children are developing good listening skills, but more attention should be drawn to linking sounds to letters. Children enjoy listening to stories and looking at books independently. There are good opportunities for children to write or mark make for a variety of purposes, for example using a dairy to arrange an appointment at the vets.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are beginning to count and recognise numbers reliably. There are good opportunities for children to sort and match various objects, although there are less opportunities to calculate, predict and record mathematical findings. Children are beginning to use mathematical language during their play, for example, big and small and they enjoy solving problems, for example, puzzles and constructing with bricks. They are well supported by a good range of interesting resources.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are developing a sense of time through daily routines and by good use of impromptu situations. They are developing design and making skills with a range of materials. Simple computer programmes are used to good effect, although children would benefit from more frequent use. Whilst children have some opportunities to explore the natural world and develop an understanding of the local community and environment these could be increased.

## **PHYSICAL DEVELOPMENT**

Judgement: Generally Good

Children demonstrate good spatial awareness as they move confidently and imaginatively using large and small equipment. Children are well coordinated and exercise control and dexterity as they safely handle tools, paint and pencils. They have opportunities for outdoor play but these could be increased and some opportunities are missed through lack of planning for outdoor play. Through planned themes children develop an understanding of how the body works and the importance of staying healthy.

## **CREATIVE DEVELOPMENT**

Judgement: Very Good

Children are exploring colour and texture as they use sand, water, paint and collage materials. They take part in cooking activities, which encourage them to use their senses, for example, taste and smell. Children enjoy playing musical instruments, listening to music, and sing some songs from memory. They are developing their imagination during role play, for example, in the home corner, baby clinic and hairdressers as they role play familiar and fantasy situations alone and with peers.

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

## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally 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: THE KEY ISSUES**

- Develop the systems in place to monitor and evaluate the quality of the nursery education delivered and progress children are making towards the early learning goals
- Use observations of what children know and can do to enable them to make the next steps in their learning and inform planning to ensure the activities meet the needs of children who learn at different rates, clearly tracking children's individual progress
- Ensure children are given sufficient opportunities to make progress in all areas of communication, language and literacy, mathematics, and knowledge and understanding of the world.

*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.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*