

West Thames College Nursery

Inspection report for early years provision

Unique reference number	116213
Inspection date	28/09/2011
Inspector	Anita Clifford
Setting address	London Road, Isleworth, Middlesex, TW7 4HS
Telephone number	020 8326 2318
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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

West Thames College Nursery registered in 2008 having originally opened in 1997. The new nursery has combined two former nurseries into one large nursery. It operates from the college site situated in Isleworth in the London Borough of Hounslow. The nursery comprises four rooms, two of which are used for babies and younger children up to two years. The baby rooms have sleep rooms and the toddler rooms have a shared sleep area. Children also have use of a sensory room, which is outside in the enclosed garden. The nursery is open each weekday from 8.45am to 5pm during the college term-time. The nursery is registered on the Early Years Register to care for a maximum of 71 children at any one time. There are currently 71 children on roll within the early years age range. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four years. The nursery is also registered on the compulsory and voluntary parts of the Childcare Register. The nursery currently supports children with special educational needs and / or disabilities and those learning English as an additional language. There are 19 staff, of whom 17 hold appropriate early years qualifications, including the managers. The nursery caters for the children of students and staff employed at the college and also serves the local community. The nursery works in partnership with West Thames College, Heath Road Children's Centre and the Early Years team in the Borough of Hounslow.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A well developed knowledge of each child's needs makes sure that staff promote children's learning extremely successfully overall. Children are kept safe within the premises and they feel extremely secure, owing to generally effective risk assessments. Partnerships with parents and others concerned with the children, are a key strength and are significant in making sure that overall needs of all children are met very well. . The staff team has made noteworthy improvements since the last inspection and overall, identifies areas for development accurately, so demonstrates an excellent capacity to continually improve.

What steps need to be taken to improve provision further?

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

- keep a daily record of the names of the children's key workers (Documentation) 03/10/2011

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

- extend the record of risk assessment to cover anything with which a child may come into contact
- extend the record of risk assessment to cover anything with which a child may come into contact .

The effectiveness of leadership and management of the early years provision

The management and staff are thoroughly informed about child protection procedures, thoroughly understanding their responsibilities to protect children's welfare and how to do this. All staff have paediatric first aid qualifications and there is a designated staff member responsible for first aid to support the health and safety of children at all times. The management and staff team have generally good systems in place to maintain children's safety but not everything with which a child may come into contact has been identified and risk assessed in the outdoor area. There are detailed records of children's attendance; however, the nursery staff do not record the names of children's key persons, as required, which is a breach of a specific legal requirement. These lapses show that whilst the staff team generally evaluate their practice well, monitoring systems miss some aspects relating to children's safety. Nevertheless, the majority of the nursery's work is of a high standard and in many areas exceptionally strong outcomes for children are promoted.

The nursery managers work together most effectively providing clear leadership to the staff team and communicating their high expectations to everyone. This includes students, who are given an individual supervisor. They draw on excellent wider partnerships, such as with the Children's Centre to drive improvement constantly, for example, through providing a range of valuable facilities to the nursery's users. Parents are given the opportunity to consistently give feedback on the provision through confidential questionnaires and comments using little post boxes which are situated within all nursery areas. Management and staff offer innovative ways to promote relationships with parents, doing all they can so that they are fully supported, such as through offering 'Personal, social and emotional development' courses to help them support the needs of their children. Parents are encouraged to socialise through different events and there is a clear, strong and fruitful partnership between the home and nursery based on excellent two-way communications.

All staff are deployed highly effectively to offer effective support to children. Children are offered delightful, creative resources within a vibrant and flexible learning environment. Resources are exciting and stimulate children to explore and investigate their environment. Management and staff have taken immense steps to ensure that resources and the environment are fully sustainable. Children are exposed to a variety of other cultures in a way which helps them begin to understand the structure of their community.

Equality and diversity are promoted in an excellent way as children experience well planned, enjoyable activities. They enjoy listening to a wealth of musicians, for

example, Scottish bag pipe players. All children are supported extremely well, including those with additional needs; hence children with little English are progressing quickly. Staff have extensive knowledge of each child's background and needs and share records with colleagues so that appropriate support is given. This helps children settle quickly and very well.

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

Children are making excellent progress towards the early learning goals. Children demonstrate interest and enthusiasm through a great deal of exploration in the environment. The environment is rich in resources and enables all children to increase learning and development through free-flow play. Children safely roam around their environment and come to staff when they need reassurance. Staff are quick to respond to children's needs and cuddle them if needed. Staff acquire a great deal of information on children's backgrounds and needs in a special book called, 'All about me'. Staff capture children's first steps and effectively plan their next stages of development. They track children's progress carefully, identifying their achievements clearly and knowing precisely what they need to do next.

Children have a wide range of activities to develop their early literacy skills and they are making excellent progress. Babies begin to respond and vocalise from an early age responding to all the staff around them by babbling, smiling and vocalising. This is owing to the first class interaction staff provide, such as giving much one to one support. Babies also clutch different musical instruments and move around readily, responding to the sounds. Toddlers clutch musical toys, engage and move their bodies as they shake, play and interact in songs with staff. Babies gurgle and use their arms and move their legs as they access mobiles. There is a wide range of resources to promote exploration of shapes, sequencing and numbers in the environment. There is an impressive range of jigsaw puzzles helping children recognize shape and colour.

Children access interesting programmes on large computer screens which they can touch and follow using their hands and eyes, consequently practising their developing skills extremely well. Group times do not always meet the needs of older and more able children, however, so sometimes attention drifts. Despite this, children learning English are encouraged to talk and are fully supported through frequent conversations with staff.

The nursery has an abundance of cultural toys in its toy library and dual nationality books in the book library. Children use these to learn more about their world and can take them home to share with their parents. There are many cultural celebrations such as 'Black History Month', which also help children understand the differing families in their nursery. Staff make muslin pouches full of spices, to help all children experience exotic scents which reflect different cultures. Parents

participate in festivities and bring in colourful materials, different foods and sing songs in their home language, contributing fully to nursery life. Staff take a flexible approach to planning so that children can follow their separate interests. Most of the toys are transported inside and outside by the children as they wish. Children use balls and drive cars and trikes around the garden developing their co-ordination extremely well. Some children run out spontaneously in the garden, enjoying the freedom it allows them.

Staff establish extremely effective hygiene routines that prevent the spread of infection. Children follow these routines readily, enjoying singing songs as they wash their hands, understanding why they need to do so. Children eat healthy freshly prepared foods. They enjoy an abundance of fresh air and lots of exercise, living very healthy lifestyles while in the nursery. Older children relish taking on responsibilities. They use real tools safely, such a knives and forks; younger ones quickly become competent in using spoons and forks. They drink from cups, without too many spills, have good appetites and thoroughly enjoy socialising with their friends at meal times, showing excellent relationships.

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	1

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	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
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	1
The effectiveness of the setting's engagement with parents and carers	1

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	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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:

- Take action as specified for the Early Years Register (Documentation) 03/10/2011

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 for the Early Years Register (Documentation) 03/10/2011