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Inspection report for early years provision

Unique Reference Number	EY240593
Inspection date	05 June 2008
Inspector	Julie Biddle / Daphne Prescott
Setting Address	24-26 Cumberland Road, Richmond, Surrey, TW9 3HQ
Telephone number	0208940 2039
E-mail	enquiries@kewcollege.com
Registered person	Joanna Brackenbury
Type of inspection	Nursery Education

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 NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the nursery education are outstanding.

WHAT SORT OF SETTING IS IT?

Kew College was founded in 1949. The school is based in two houses, in the London borough of Richmond. Children are based in three classrooms, a safe enclosed out door area is available for their use. Children also benefit from the use of facilities in the main school such as a computer suit, library and music room.

There are currently 272 children on roll of these 59 children receive funding for early education. There are four

teachers who work with children and they are supported by teaching assistants.

The school is open each weekday from 08.30 to 15.30 for 33 weeks a year. Children attending the nursery can attend for a morning or afternoon session.

THE EFFECTIVENESS OF THE PROVISION

Helping children achieve well and enjoy what they do

The provision is outstanding. The quality of teaching and learning is outstanding.

Staff are very kind, caring and approachable, creating a warm and calming environment in which children flourish. Staff and children enjoy good relationships with each other; staff listen intently to the children and respond to their needs and choices. Staff are exceptionally well organised, meaning children are confident and happy as they learn. The children have a positive attitude to learning and they spend extended periods concentrating on their chosen activities.

The children's individual progress is observed and information recorded is used to plan for the next steps in the children's development. Staff's clear thorough understanding of the Foundation Stage enables them to provide activities that are stimulating, challenging, fun and give good coverage to all areas of learning. Staff are skilled at extending the interesting activities to their full potential, for example a topic about birds had been extended into work on the computer. Children enthusiastically click and drag the mouse to create pictures of birds in the night sky. Teaching methods are such that they capture the child's interest, staff pose questions to make children think and offer new language to extend their vocabulary. For example 'what do you think the diver saw' children are elated as they discuss deep sea diving and holidays.

Children are developing their reading and writing skills, they write their own names with confidence and laugh as they join in with the ABC song. Children have a very good understanding of mathematical concepts such as space, length and width. Numbers are used as part of everyday routines, thus ensuring they are developing an understanding of numbers and their value.

Children are developing their physical skills as they learn to balance, climb, slide, run and jump. Children particularly enjoy time in the playground with their older or younger siblings. They delight in physical education lessons and join in enthusiastically with a parachute game, they have a wonderful time as they run under the parachute and find a new place to stand. They are developing their fine motor skills as they cut with scissors and use paintbrushes to create art work. Children are developing their imaginative skills as they paint, stick and draw. They have a delightful time as they create a Fathers day card and design ties to stick on the card. The children discuss what tie would suit their Father and if it will match the shirt.

The children play well together, they are kind and considerate to each other as they share and take turns. Staff are good role models, they consistently praise and congratulate good behaviour meaning children learn and develop in a harmonious atmosphere. Staff encourage children to respect and care for each other, many of the children are involved in charity events helping others in the local and wider community. This strong emphasis means children's spiritual, moral, social and cultural development is fostered. Children have many opportunities to develop their knowledge and understanding of the world through discussion and well planned topics. They have fun as they explore the local gardens observing nature and discovering the changing seasons. They confidently discuss music from different countries and celebrate festivals such as Pancake day.

Helping children make a positive contribution

The provision is outstanding. Partnership with parents and carers is outstanding.

Parents are clearly comfortable in the environment. Staff have established very effective communications with parents, both verbal and written. For example, staff exchange verbal information daily with parents about their child's activities. The setting organises formal open evenings, to enable staff to discuss children's progress with their parents. Regular letters are given to ensure parents are kept well informed and to extend children's learning at home. Parents speak very highly about the setting. They are very happy with the educational progress their children are making and information about the curriculum is shared with them. Children benefit from friendly informal relationships between staff and parents. Children are delighted when parents join them for special events such as sports day. Staff obtain detailed information about each individual needs from parents, to ensure that children receive the appropriate care. Parents can discuss their child's progress with the staff at any time.

Organisation

The organisation is outstanding. The leadership and management of the setting is outstanding. The setting has a highly motivated team who work and support each other very well. All staff share a clear vision for the setting with a strong focus on the personal development and achievement of all children. Excellent plans and a well

balanced curriculum results in the children being very happy and contented. The setting is very well organised and good communication means that routines and practice flow smoothly. Regular staff meetings, curriculum planning sessions and appraisals effectively support the team and their work.

The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last nursery education inspection, the setting was asked to provide more opportunities for children to balance and climb on small and large equipment. The outdoor area has been widely developed meaning children now have daily opportunities to extend all their skills in the outdoor environment.

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.

THE QUALITY AND STANDARDS OF THE NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the nursery education are outstanding.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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