



# Kings College Hospital Day Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	EY261387
<b>Inspection date</b>	16 November 2006
<b>Inspector</b>	Christine Jacqueline Davies
<b>Setting Address</b>	Maudsley Hospital, Denmark Hill, London, SE5 8AZ
<b>Telephone number</b>	
<b>E-mail</b>	
<b>Registered person</b>	Kings College Hospital NHS Trust
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day 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](http://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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are inadequate - notice of action to improve.

### WHAT SORT OF SETTING IS IT?

Kings College Hospital Day Nursery (Mapother House site) was registered in 2003. The nursery is accommodated in a purpose built building situated in the grounds of the Maudsley Hospital in Denmark Hill. It caters for children of staff who work for the Health Authority.

The nursery is open all year round, from 07.00 to 18.30, Monday to Friday. A maximum of 63 children aged three months to five years may attend the nursery at any one time. There are currently 60 children, aged from nought to under five years on roll, including part-time and full-time places. There are 15 funded three and four year olds attending the nursery. The nursery provides support for children who have a learning disability and those who speak English as an additional language.

A total of 18 full and part time staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. The setting receives support from an advisory teacher from Early Years Development and Childcare Partnership (EYDCP).

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

Good systems are in place to ensure that the spread of infection is minimised and that the good health of children is promoted. For example, premises are cleaned on a daily basis and staff ensure that children learn the importance of good personal hygiene by washing hands before eating meals and after using the toilet. Children's welfare is safeguarded because the majority of staff are first aid trained and are able to respond appropriately to accidents. Procedures are in place for administering medication, however staff do not consistently ensure that parents sign the medication book after each entry. This means that on occasions, children's welfare is compromised.

Children benefit from a healthy diet. Menus are planned in advance and are varied to meet individual needs and preferences. Children are offered a broad range of nutritious meals and snacks which promotes a healthy lifestyle. Their health and welfare is protected because records are kept of children's dietary needs and any food allergies. Children enjoy regular physical activities and have opportunities to develop skills such as running, balancing, throwing and catching, helping to keep them fit and maintain good health.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Premises are secure and well maintained. Good systems are in place to ensure that children's welfare is safeguarded. For example, daily risk assessments ensure that potential hazards are identified and children's risk of injury is minimised. Safety measures, such as, the buzzer entry system, and a comprehensive fire detection system ensure that children are protected from harm. Written procedures such as health and safety contribute to the safety and welfare of children. Staff supervise children at all times and encourage children to move around safely, such as not running indoors and to be aware of others. This helps them develop an awareness of how to protect their own well being. Toys and equipment are suitably maintained and conform to safety standards. Most staff are generally secure in their understanding of child protection issues however the nursery child protection policy is not in line with local procedures. This means that children's welfare is not entirely safeguarded.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Children under three have access to a varied selection of toys and equipment. The space is organised so that babies are able to easily access resources, promoting choice and independence. However some toys for the older children are less accessible as they are stored on shelves which

are out of reach to children. Staff are generally secure in their understanding of the Birth to three matters framework and are beginning to use it to aid planning of activities, and promote positive outcomes for children. Staff ensure that a large selection of activities are child centred so that children enjoy a range of experiences such as listening to stories, painting, sand, puzzles and constructional activities, so as a result develops their sense of enjoyment, confidence and self esteem. Children are given plenty of individual attention and also have opportunities to work in small groups, promoting their social skills.

## **Nursery Education**

The quality of teaching and learning is inadequate. Opportunities for children to make good progress and extend their learning are inconsistent because staff have an insecure knowledge of the Foundation Stage. Staff do not work as a team and have a poor knowledge of how to present the curriculum for nursery children, in an interesting, stimulating way. So as a result, staff fail to challenge children or help them learn new skills and concepts. This means children do not achieve as much as they could. Assessment procedures are weak and inconsistent. Staff do not keep children's profiles up to date are unsure of how to use the stepping stones to clearly identify children's achievements and plan the next step in their learning. So as a consequence, an accurate picture of children's progress is not maintained.

Activities to support the areas of learning are in place, however they are planned inconsistently and are not evaluated. This means that staff provide activities without a clear understanding about what children can gain from them or how they can be adapted to suit children of different ages and abilities. Children are able to select some resources for themselves but are mostly stored out of reach, hindering their independence and levels of curiosity. Children have developed strong friendships and engage easily in conversations with each other and adults, steadily developing their confidence and self esteem. However scheduled group times are poorly planned by some staff. This means that children become bored and easily distracted.

Staff provide opportunities for children to develop their understanding of numbers and counting, but rarely introduce concepts such as calculation, shape, space and measure during everyday practical activities. This means that children's mathematical development is not well promoted. Creative activities are poorly planned and is generally confined to the small, cramped creative area, so as a result hinders opportunities for children to freely express themselves or use resources with ease. Children have opportunities to use the computer, increasing their understanding of technology, however opportunities to explore and investigate are limited, as few activities are provided to encourage these skills.

## **Helping children make a positive contribution**

The provision is satisfactory.

Children are generally settled in their environment and have developed strong relationships with staff and their peers. Staff ensure that children follow a flexible routine which is discussed with their parents, enabling continuity of care. Children's spiritual, moral, social and cultural development is fostered. Children are generally well behaved and most staff manage behaviour in a positive way through regular praise. However there are some staff who are insecure in their knowledge and understanding of positive behaviour strategies, which has a negative impact

on children's self esteem and confidence. Systems are in place to support children with special educational needs and there is a named special needs coordinator in place. However some staff are unsure of the appropriate action to take if they have concerns about a child's development. This means that on occasion the individual needs of the child and their parents are not met in a sensitive way.

The partnership with parents and carers of children who receive nursery education is satisfactory. Parents have access to written information about the Foundation Stage curriculum. Children's profiles are available to parents at all times but do not always reflect an accurate picture of their child's development. However regular communication through formal reviews and daily informal discussions, keep parents informed about their child's progress. Resources which reflect diversity are available to children and they have regular opportunities to acknowledge cultural differences. Children participate in activities regarding Remembrance Day, Black History Month, and people around the world. This enables them to develop a positive attitude and respect towards others.

### **Organisation**

The organisation is satisfactory.

Staff are suitably qualified and experienced and good systems ensure that the recruitment and vetting of staff are rigorous so that children are protected from harm. Satisfactory record keeping is in place so that children's care needs are addressed and met. The majority of staff are familiar with the group's policies and procedures. However, procedures are not always effectively monitored to ensure that all staff are secure in their understanding of behaviour management, identification of special educational needs, child protection and record keeping regarding medication. This means that occasionally children's welfare is not promoted.

Leadership and management of nursery education is inadequate. Although regular meetings are held with staff, they are not given sufficient support to deliver the Foundation Stage curriculum. So as a result children's learning needs are not met. There is no systematic method in place for monitoring the quality of teaching. This means that areas of weakness are not rectified quickly and staff are unaware of how to promote children's progress. The setting does not meet the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

The previous care inspection recommended that staff are deployed effectively throughout the nursery, that staff use their observations to plan the next steps for children's play, learning and development, and that daily routines around sleep/snack times are improved so that children being put down for a sleep or those having their snacks are not disturbed by children coming from another room. Additionally, that the Child Protection Statement, include procedures to be followed in the event of an allegation being made against a member of staff and that resources are organised so that they are readily accessible to children.

Since the last inspection, the provider has made some improvements to the service that is provided. The site manager ensures that staff are deployed according to the ages and needs of children so that ratios are maintained at all times. Staffing issues are also discussed with the

Day nursery manager on a regular basis. Observation slips are available to all staff to help them the next steps for the children's play, learning and development. However staff do not consistently record or keep children's observations up to date. New open shelving has been erected so that resources can be retrieved easily, however children are still unable to access all resources easily as they are above the children's height. Younger children now have access to a dedicated sleep room during rest times so that the daily routine for all children is not disrupted. The Child Protection Statement, now contains procedures to be followed in the event of an allegation being made against a member of staff.

### **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 CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

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

The quality and standards of the nursery education are inadequate - notice of action to improve.

### **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):

- ensure that parents consistently sign medication book after each entry
- ensure that child protection procedures are in line with current guidelines
- ensure that staff are familiar with positive behaviour strategies and the Code of Practice for the identification and assessment of Special Educational Needs

#### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education, the registered person **must** take the following actions:

- ensure rigorous systems are in place to monitor and evaluate nursery education provision
- develop assessment procedures to identify individual learning needs of children and track their progress and ensure that these are shared with parents

- develop staff's knowledge and understanding of the curriculum guidance for the Foundation Stage to improve the quality of teaching and children's learning
- organise resources so that they are easily accessible to children

These actions are set out in a *notice of action to improve* and must be completed by the date specified in the notice.

The Department for Education and Skills and the local authority have been informed.

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](http://www.ofsted.gov.uk)