

Great Ormond Street Hospital Staff Nursery

Inspection report for early years provision

Unique Reference Number	EY233521
Inspection date	19 March 2007
Inspector	Catherine Greene
Setting Address	40-41 Queen Square, London, WC1N 3BB
Telephone number	020 78297824
E-mail	hammoz@gosh.nhs.uk
Registered person	Great Ormond Street Hospital Staff Nursery
Type of inspection	Integrated
Type of care	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.

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?

Great Ormond Street Hospital Staff Nursery is a work place nursery for the staff of the hospital.

It is situated in a separate building in Queen Square. Level two has five group rooms for children, aged under two years, all rooms have access to an outdoor play area. Level one has two group rooms for children two plus to five years. They also have access to separate outside play areas. There is a lift available for disabled access.

There are currently 65 children on roll aged from six months to five years. Several children are in receipt of funding for early education. The setting supports children with learning difficulties and disabilities and those who speak English as an additional language.

The nursery opens five days a week all year round between 07:30 to 17:45 with children attending a variety of sessions between these hours.

20 members of staff work directly with the children. Over half the staff have early years qualifications and the rest of the staff are working towards a recognised early years qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is promoted well by staff, they follow thorough hygiene practices and have undertaken first aid training. This ensures that children will receive appropriate medical attention if they become unwell or have an accident. Required documentation is in place to support children's care, appropriate records and written parental consents are completed and procedures followed to promote children's health and well-being. The setting's policy of not caring for sick children means that the risk of infection to children is minimised.

Children have a good understanding of hygiene practices. Older children independently wash and dry their hands after visiting the bathroom. Staff are vigilant in encouraging children to wash their hands at regular intervals. Children respond to gentle reminders when they have forgotten the hygiene routines.

Children learn about health through varied experiences and topics covering aspects of health and personal care. They are developing healthy eating habits because the nursery provides a variety of cooked meals that are nutritious with a range of fruit for their snack. Water is available during meal times and is easily accessible throughout the session to promote children's self help skills. Information about children's dietary needs is obtained from parents to ensure their individual needs are effectively met.

Older children are using their bodies to develop coordination and explore space, weight and strength. They enjoy physical play on a daily basis on outings to Coram's Fields. The outdoor play areas are limited by design and not currently attractive to children. Staff are inspired, by the recent training in 'movement play', to be creative with equipment and introduce new and exciting ways to encourage children's physicality. Children have good opportunities to develop fine motor skills as they use equipment such as rolling pins, cutters, pencils and scissors confidently. Staff teach children to dress independently, for example, when putting on and taking off their coats and when independently using the dressing-up clothes during imaginative play.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe and secure environment, where they are well supervised by staff. Only permitted persons are allowed to enter and collect children from the nursery. Children are given explanations about the importance of walking and not running in the group room to help them understand the risks around them. Fire evacuation plans are in place and fire drills are regularly practiced with the children to support their understanding.

The environment is organised well to meet children's needs and provide space for them to play, move around and use play materials safely. Children have access to a selection of play equipment and materials which are in good condition and stored safely so that children can access these independently. There is good quality furniture for children to play, eat and relax in safety, with the exception of having no safety gate to secure the room for babies. Large equipment such as buggies, cots and safety gates are currently under review. This will establish how efficient they are for their purpose, in order to make children more comfortable and support staff in being able to take babies out more regularly.

Children are protected and safeguarded because the staff team understand their responsibility to record and report any child protection concerns to the manager, who is the designated child protection worker. They also understand the signs and symptoms of abuse to monitor. The management team are fully aware of their roles to report any concerns to the appropriate authorities.

Helping children achieve well and enjoy what they do

The provision is good.

Children under the age of two years have a strong bond with their key workers which supports their sense of well-being and belonging. They are supported in their play and enjoy colours and sounds with the available toys. Their early communication is encouraged effectively as staff respond warmly to them as they communicate during play. Children aged two and under three also have good relationships with their peers and the staff team. Exploration with the role play resources, making collage, dancing and playing with soft play equipment is enjoyed by the children. Staff are developing their understanding of the 'Birth to three matters' framework for assessing and working with the younger children. They look forward to the support and guidance they will receive from the advisory teacher. Some of the weekly activity plans for the under two's do not clearly show the link to their individual development. This means there is a little inconsistency in the staff's recognition of when they are successful in helping children achieve and where aspects require more improvement. In practice, staff are very sensitive to children's individual needs and ensure they are comfortable, happy and supported in all areas. The overall planning and samples of work evidence children's regular involvement in a variety of play experiences to support their senses and creative ability.

Nursery Education

The quality of teaching and learning is good. The deputy manager has a good understanding of the Foundation Stage and is able to support other staff members as they develop their experience and confidence in this area. This is demonstrated by the organisation and presentation of activities, experiences and play materials to the children. Children are supported well in their learning through good interaction with staff. Language, questioning and praise are used to encourage children's learning as they play. Children's development is recorded adequately and used to identify when children need support.

Children are very eager, motivated and make good links in their learning. They use their imagination very well in role play such as being doctors and caring for their patients. They initiate and negotiate role play amongst themselves, as they choose who will be the doctor and the patient. This helps them to make connections in their learning about the people who help us. Children are confident speakers and listeners. They listen to staff's reminders about turn taking with the resources, and instructions for simple nursery rules to keep safe and healthy. Staff use effective questioning to help extend children's interest and expression of ideas during activities. Topics and themes such as 'being healthy' are extended through the use of books and practical activities. This is reflected pictorially, in books, children's artwork and models displayed across the nursery.

Children's mathematical thinking is developed through a variety of activities, including singing nursery rhymes, when children count and recognise numbers. Children are beginning to form and recognise the letters of their name through displays, books and their name labels on place mats. They socialise and work well together during activities, such as building with large blocks and making various creations with play dough. Children have good opportunities to explore

creative materials, they thoroughly enjoy a mixing activity using sand, peas and potatoes to explore different textures. Children help each other with tasks, for example, when getting dressed up in the home corner. They are learning to express their feelings through discussion about why someone might not be kind and saying what they do and don't like to each other.

Children are learning to use information technology, they benefit from the weekly sessions in IT with a specialist teacher. They participate fully in mark making and gluing and cutting with staff supporting their development. All children spend time purposefully exploring a wide range of activities which contributes effectively towards their constructional, physical, creative and imaginative play.

Children's progress is recorded in photographs, artwork and written observation records. These are used to inform the next step in their learning. Although detailed records of activities under each area of learning are maintained, some of the children's observation records are missing or not up to date. Written evaluation of activities carried out with the children is not always recorded by all the staff, though the plans for the next steps in children's learning show appropriate goals.

Helping children make a positive contribution

The provision is good.

Children are learning about community festivals through regularly planned activities, such as the recently celebrated St Patrick's day, and the daily availability of multicultural resources. There are posters and signage of different languages and children can access taped music and stories from different cultures. Children of all backgrounds attend the setting, and are supported by staff, who reflect the diverse local community.

Children are respected and valued as individuals. Parents discuss the needs of their children with staff, and their wishes are recorded and followed. Children play and behave very well together, and confidently decide what they want to do during free play activity. They respond extremely well to staff's gentle guidance, when using the resources and setting up their own play. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is good. Children's nursery educational progress is shared with the parents and written progress reports are issued for their information. Parents are welcome to see all their children's records on request. They are also kept informed about their children's nursery education through displayed activity plans. Parents' comments are valued, and are included in their children's learning plan.

Organisation

The organisation is good.

Leadership and management of the setting is good. The manager is working very closely with the child care coordinator and independent advisors to raise standards. She has taken positive steps towards developing strong leadership and management within the nursery. She is aware that further development is needed to enhance the care and learning for children. She is using the opportunity to be involved in a focus group of other professionals, to make sure rigorous systems are in place to monitor, assess and evaluate the quality of nursery education.

Children benefit from a staff team who have a developing knowledge and understanding of children's developmental needs. There is a good recruitment procedure in place and this ensures

that the staff team have undergone the necessary checking procedures to work directly with children. The required records, policies and procedures are in place to support their welfare.

There is a system in place for regular meetings, training and appraisal to support staff professional development. Staff also have access to in house training and they keep up to date with developments in childcare and changes in legislation through good support from the Early Years Department. The process for notifying Ofsted of significant incidences and changes is being reviewed to ensure correct procedures are followed. The setting has taken the initiative to identify their areas of strengths and the areas necessary for improvement such as the curriculum planning. The management team show good commitment to setting the action plan in place for improvement in the quality of teaching. The setting is meeting the needs of the range of children for whom they provide.

Improvements since the last inspection

At the last inspection the setting was asked to improve privacy for children in the toilets. This has been addressed and children now have privacy with separate cubicles.

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 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 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 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):

- continue to develop resources and activities for the under two's in order to provide them with more choice
- improve knowledge and understanding of the requirements set out in regulations and set in place a procedure to notify Ofsted of significant incidences
- continue to develop the outdoor curriculum and outdoor play space.

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):

- continue to develop a consistent system for planning, ensuring that all staff are confident in assessing children's learning against the foundation stage.

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