

# Wendy House Nursery

Inspection report for early years provision

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**Unique Reference Number** EY231358

**Inspection date** 06 July 2007

**Inspector** Felicity Gaff

**Setting Address** The Princess Royal Hospital, Lewes Road, Haywards Heath, West Sussex, RH16 4EX

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**Registered person** Brighton and Sussex University Hospitals NHS Trust

**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](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 good.

### WHAT SORT OF SETTING IS IT?

Wendy House Nursery opened in 1975 and operates from a number of rooms within the lower ground floor of the Princess Royal Hospital in Haywards Heath, West Sussex. The nursery is used primarily by staff employed by the Brighton & Sussex University Hospitals NHS Trust. A maximum of 51 children may attend the nursery at any one time. The nursery is open each weekday from 07.00 to 17.45 for 51 weeks of the year. All children share access to a secure enclosed outdoor play area. There are currently 88 children aged from six months to under five years on roll. Of these, 24 children receive funding for early education. The nursery currently supports children with learning difficulties and a number of children who speak English as an additional language.

The nursery employs 13 members of staff. Of these, 12 hold appropriate early years qualifications and one is working towards a recognised qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children are cared for in clean and well-organised premises, where staff now follow effective hygiene practices to minimise the risk of cross infection. Children learn to follow good personal hygiene practices; for example, they wash their hands properly after toileting without being reminded. Staff have improved the arrangements for handling any medication children require to ensure their needs are met. They maintain the documentation to support children's well-being at a basic level. However, the current format provides insufficient guidance to ensure records are consistently maintained to a high standard. Children enjoy nutritious meals and healthy snacks, which encourages them to develop healthy eating habits. Staff now plan daily opportunities for vigorous physical activity with regular opportunities for all the children to play outside. Children enjoy exploring different ways to move their bodies in response to music. Staff help children learn to recognise and respond to their bodies' needs by encouraging them to drink water during hot weather and after physical activity.

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

The provision is satisfactory.

Children are cared for in a warm, welcoming environment and use an appropriate variety of attractive and age-appropriate toys and play resources. These are stored accessibly so that children can reach them independently and in safety. The provision of cushions in the book corners allows children to rest and relax in comfort, and encourages them to develop their literacy skills by sharing books informally with each other. There are sufficient staff available to work directly with the children, which promotes their safety and welfare. Staff organise the care arrangements for the start and end of the day effectively to ensure a safe environment for all the children. There are very good procedures to monitor access to the setting, and all staff and parents follow them carefully. This protects children from unvetted persons and prevents children leaving the setting unsupervised. However, an unused area of the garden and the laundry room are not made sufficiently inaccessible to children, which compromises their safety. The written procedures for child protection have now been updated and conform to regulations. Staff understand how to protect children from harm or abuse by recording and reporting any concerns.

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

The provision is good.

Children feel confident and secure because staff create a supportive and inclusive environment. Babies enjoy absorbing and rewarding learning experiences that are planned to develop their understanding of themselves and the world around them. Children are at ease; they play cooperatively with each other and are interested in and polite to visitors to the setting. They concentrate on purposeful activities that they choose themselves. They develop their self-confidence as they learn to select their own play materials and put them away after use. Staff have developed personalised planning systems throughout the nursery. They now keep clear records of what children do and understand and use these to plan a well-balanced range of activities to move them along in their learning. They now consider and accommodate each child's needs, wants and interests and use time and resources more effectively. There is greater consistency across the setting. These improvements enhance the quality of care provided and

children throughout the nursery benefit from a richer, better balanced and more stimulating provision.

## **NURSERY EDUCATION**

The quality of teaching and learning is good. Staff have attended training on the Foundation Stage as well as revising their planning and assessment procedures. They now understand what sort of activities they need to provide and what they intend children to learn from them. This enables them to provide challenging activities that encourage children to think and solve problems. Children cooperate well with each other; they share resources and negotiate skilfully in planning small group activities. Well presented circle times provide opportunities for them to share and consider their own experiences and compare them with those of other people. Children delight in discussing their favourite books. They begin to learn about different styles of writing as they listen to poems as well as stories. Staff make good use of everyday opportunities for children to count and compare numbers during snack time and at meals. Children express their creative ideas as they explore a variety of different media, and staff celebrate their achievements by displaying their work prominently. They develop their knowledge and understanding of the world through a range of themes and topics. These include interesting first-hand practical experiences such as sowing, tending and harvesting plants.

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

The provision is satisfactory.

Spiritual, moral, social and cultural development is fostered. Children celebrate festivals from different cultures to help develop an understanding of and respect for their own beliefs and those of other people. Staff work closely with parents in order to understand their wishes for their child's care. Staff display photographs of children taking part in a range of nursery activities, demonstrating that they are valued. These displays allow parents and children to use home languages to discuss nursery activities, which promotes children's bilingualism. There are suitable arrangements to support children with learning difficulties and/or disabilities in order to meet their individual needs. The behaviour management policy has been revised and now contains all the required elements. Children respond to the consistent and realistic expectations of the staff, and play together very well. Partnership with parents of funded children is good. The improvements in planning and assessment procedures mean that staff now understand what they want children to learn and what they have achieved. They have developed the systems for exchanging information with parents, and this enables them to share their awareness with parents. They offer parents suggestions of fun follow-up activities they may like to do with their children to enhance their learning. Parents receive written information about the Foundation Stage, and staff also organise well-attended information evenings to explain the nursery education provided.

### **Organisation**

The organisation is good.

There are good procedures in place for checking that staff are suitable to work with children, which are routinely followed. Staff hold appropriate qualifications and undertake further training to enhance their skills. The organisation of space, time and staff has been reviewed to improve the quality of care provided. All the documentation required to support children's welfare is in place, and written policies and procedures now conform to regulations. The setting meets the needs of the range of children for whom it provides. Leadership and management of the nursery

education is good. The manager has inspired her staff to successfully address all the issues raised at the last inspection. She has organised courses at the setting to make them readily accessible to staff who now work very effectively as a team across the whole nursery. Staff create personalised plans for children although they do not yet use the developmental profiles to create a full picture of their progress over time. Staff demonstrate a sense of common purpose and commitment to improvement. As a result, children are interested and enthusiastic about their learning and are making good progress.

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

At the last inspection, the quality of the care was judged as inadequate. The setting needed to maintain the required documentation in line with current legislation, to improve observation and assessment systems, and to increase the opportunities for purposeful physical activities. All the documentation required to support children's care is now accurately maintained and stored to preserve confidentiality. Staff now use their observations and assessments of children's achievements to plan for their future learning. Children now eagerly participate in an interesting range of physical activities, indoors and out.

At the last inspection, the quality and standards of the nursery education were judged as inadequate. The setting needed to develop the Foundation Stage curriculum and the systems for monitoring children's progress. Staff have improved the systems for assessing and recording children's achievements. They use their understanding of what children know and can do to plan a broad range of activities across all six areas of learning. This enhances the progress children make towards the early learning goals.

### **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 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):

- improve the clarity, detail and consistency of the medication, accident and incident records
- improve the arrangements for preventing children entering unused areas of the nursery

## **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):

- develop the profile records maintained on children to provide a full picture of their progress over time

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)