

Queens Day Nursery

Inspection report for early years provision

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| Unique Reference Number | EY339177 |
| Inspection date | 27 April 2007 |
| Inspector | Caroline Preston |
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| Registered person | Barking Havering and Redbridge 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.

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?

Queens day nursery is run by Barking Havering Redbridge Hospitals NHS Trust. It opened in 2006 and operates from a purpose-built building within the grounds of Queen's Hospital. It is situated in Havering in the London borough of Havering. A maximum of 50 children may attend the nursery at any one time. The nursery is open each weekday from 06:45 to 18:30 52 weeks a year. All children share access to a secure enclosed outdoor play area. There are currently 66 children aged from three months to under five years on roll. Of these, 13 receive funding for early education. The nursery employs 16 members of staff. Of these, 13 hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children have a good understanding of the importance of their own personal hygiene. Children wash their hands independently after using the toilet and before taking part in creative activities

such as dough making. Staff set a good example for children for example, washing their own hands before preparing snacks of fresh fruit and drinks, also wearing disposable gloves when changing nappies and helping children clean themselves in the bathroom. All staff are first aid trained, so are able to deal with any accidents should they occur. The administration of medication is carefully recorded by staff ensuring children are always given the correct dosage. Children's health is protected by the implementation of clear sickness procedures.

Children are well supported at mealtimes, enabling them to develop their independence. For example, children are offered a good variety of fruit such as, apples, banana's, grapes in a large plate which they then help themselves to. Babies are encouraged to feed themselves for example; babies confidently eat pita bread and yogurt themselves. Children bring in their own foods which parents provide that meet their individual dietary needs. Children eat in comfort and pleasant surroundings, staff interact well, creating a warm friendly sociable environment at mealtimes. Children benefit from daily outdoor activities, the well resourced play area encourages children to jump, hop, skip, climb under and through climbing equipment and move freely in the fresh air.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play freely in a safe and well maintained, stimulating environment. Staff ensure all the play resources and furniture are checked before use, well written daily risk assessments ensure that all the premises are safe. Children are taught about safety for example; not to swing on their chairs in case they fall, and not to run around the room, in case they fall or bump into each other. The premises are very safe because of the CCTV set up in the entrance to the nursery and the intercom system. Staff and children also have added security from the hospital security staff on site. All playrooms have a telephone which links to all rooms in the nursery, so staff can call for assistance from any room, which means staff never have to leave their room if they need help. Therefore children's care and safety is maintained at all times. Children who need to sleep are well supervised by a vigilant staff team, there is also a baby monitor so all sound can be heard from the sleeping area.

A good range of play resources are available to children to meet their developmental needs, these are easily accessible to all children in all the playrooms. These include puzzles, creative play, cars, bricks, board games. Storage is good because most rooms have a large store room, where toys are kept. Children are protected from harm by a very knowledgeable staff team. They have a good knowledge of the child protection procedures and how to implement them should the need arise. Staff attend training which is part of their personal development plan.

Helping children achieve well and enjoy what they do

The provision is good.

Children make good use of the well resourced bright environment. All children are offered a good range of play experiences from babies to older children. Staff plan so that all areas of development are covered. For example babies learn to be mobile by using push and pull toys, and moving across the floor reaching for the toys available. Young children benefit from staff who respond to their babbles and smiles with enthusiasm. Staff are aware of children's individual needs and are able to meet these through their interaction with the children. For example, staff know the younger children's individual eating and sleeping routines, their likes and dislikes.

Nursery Education

The quality of teaching and learning is good. Staff have a good understanding of the Foundation Stage and how to plan to meet children's needs. Children have too few opportunities to learn about the wider world; therefore missing opportunities to extend their knowledge. Children develop their communication language skills through discussions with each other and staff, through listening to stories and taking part in activities such as role play. Children are confident and enthusiastic when making dough, they watch in amazement as the red dye used to make the dough changes colours. Therefore learning how things work and change. Children behave very well; they take turns, listen to each other and are respectful towards staff. Children learn to count during registration time; they count each other, and show they understand mathematics. Children draw pictures of springtime and learn to write their names. Children develop their ICT skills by using the computer, tape recorders and calculators. Children develop and explore their creative skills through, painting, drawing, making dough and creating their own self-portraits.

Helping children make a positive contribution

The provision is good.

Children's behaviour is good. They show respect for each other and staff, by listening, taking turns during their play and following adult instructions during daily routines. Staff are good role models for children because they speak to each other in a soft kindly manner. Children do have access to a satisfactory range of play resources that reflect differences; however opportunities are missed in some play rooms to celebrate festivals and incorporate diversity in other areas of play and on a daily basis and through discussion. Children are given equal access to all play resources regardless of their gender, ethnicity, culture and disability. Children's social, moral, and cultural development is appropriately fostered. The nursery has good systems in place to support children with learning difficulties. There is a designated named member of staff who has attended a wide range of training courses. Parents are well informed through newsletters and informal discussions with staff of their nursery's events. Parents are made to feel welcome by staff and are offered well written information about the service offered and the curriculum.

Partnership with parents and carers who receive nursery education is good. The nursery has sound procedures in place for informing all parents about the daily routines which are also pinned outside each playroom for parents to view, this includes the planning and play resources used daily and their links to curriculum areas. Newsletters are also given to parents informing them of the topics covered each term. Parents are given frequent opportunities to meet staff to discuss the Foundation Stage and how their child is progressing along the early learning goals.

Organisation

The organisation is good.

Children are cared for well due to the good organisation of the setting. Children are kept safe due to all staff having undergone appropriate safety checks before caring for children. All staff attend mandatory training including; Fire, Health and Safety, Food Hygiene, Manual Handling, First Aid, Risk Assessment, Disability Training and Personal Development Review. Staff ensure there is clear daily routine for all children in all playrooms that promote all areas of development.

Leadership and management of the nursery education is good. The management team has in place good systems to monitor and evaluate the nursery education offered to children. Management observe staff practices with children in receipt of three and four year old funding

and take part in planning for the curriculum with staff, therefore any weaknesses are identified and corrected. The setting meets the needs of the children for whom it provides.

Improvements since the last inspection

Not applicable.

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.

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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):

- develop ways to further promote equality of opportunity (applies to nursery education also)

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):

- make improvements as indicated in the care section above

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