

University Hospital Day Nursery

Inspection report for early years provision

Unique Reference Number	254647
Inspection date	24 May 2007
Inspector	Anne McKay
Setting Address	Queens Medical Centre, Derby Road, Nottingham, Nottinghamshire, NG7 2UH
Telephone number	0115 9420978
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Registered person	University Day Nursery Ltd
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?

University Hospital Day Nursery opened in 1989. It is a privately owned nursery based in two designated units within the grounds of Queen's Medical Centre, Nottingham. A maximum of 122 children may attend the nursery at any one time. The nursery is open each weekday from 06:30 to 18:30 with the exception of Public Holidays. All children share access to a secure enclosed outdoor play area.

There are currently 199 children aged from 3 months to under five years on roll. The nursery is for the sole use of children whose parents are employed by the Nottingham University Hospital NHS trust. The nursery supports children with special needs and children who speak English as an additional language.

The nursery employs 37 members of staff. Of these, 35 hold appropriate early years qualifications and 2 are working towards qualification. The nursery receives support from the local authority and has achieved the Nottingham City Quality Kitemark.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are well nourished through a good, balanced menu of meals and snacks. They are given sufficient portions to satisfy their appetite and eat a variety of different foods, having opportunities to develop new tastes. Mealtimes are social and relaxed occasions when children and staff sit together. This encourages children to relax and eat, taking time to finish their food without being hurried. Efficient systems are in place to ensure children's individual dietary needs are catered for according to parents' wishes. Children are given a drink with their meal and snack and have access to fresh drinking water at all times to ensure they do not become thirsty or dehydrated. Children are offered additional drinks when they have been playing physically and when the weather is hot. Children learn about hygiene practices through the daily routine and are supported appropriately by staff in developing independent skills in washing their hands. Staff usually follow good health procedures to ensure the risk of cross-infection, however children and staff were observed to come in from playing outside and sit down to eat their meal without washing their hands.

Children are protected from the risk of infection from other children by the implementation of a thorough sick child policy. Accidents are clearly recorded. Although the information is shared responsibly with parents to help promote continuity of care the system does not guarantee confidentiality as parents can see other children's records. Children receive appropriate treatment from staff who have a qualification in first aid. Medication is only given to children with prior written consent from parents. Clear records are kept and medication is only administered by named members of staff with a witness present to ensure instructions are followed correctly.

Healthy exercise is actively promoted throughout the nursery and children have opportunities to play physically, usually outside, every day. Children play freely and have some activities planned for them to promote particular areas of their physical development. There is a large outside play area for the older children and a smaller designated area for the babies and toddlers. Both areas are well-equipped with a variety of equipment that is suitable to promote children's physical development. Younger children develop their strength and co-ordination, move about and explore. Older children have more challenges that promote and further develop their skills in, for example, balancing, throwing and kicking a ball, climbing. There is plenty of space to run around, ride bikes and scooters and to relax.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a very welcoming and stimulating environment. The nursery is organised in group rooms according to children's age and developmental stage. Each room is child-focused and has appropriate equipment and furniture for that age group. There is an excellent and varied range of toys and activities to promote children's development in all areas. All activities are set out thoughtfully to interest children and are organised so they can make their own choices from the selection each day. Children have ample room to move around freely and explore their environment. Suitable child-sized equipment enables children to play, rest and eat in comfort. Careful thought is given to this, for example in ensuring children use cutlery and crockery that is appropriate to their developmental stage in order to promote their independence skills. Systems are in place to risk-assess all areas where the children play to ensure they are protected from accidents. However, the new computer in the pre-school has

not been sufficiently assessed with regard to some electrical wiring so it is a potential risk to children. Children are supervised according to their age, understanding and stage of development. This means they are kept safe whilst playing and have appropriate opportunities to develop some independence. A suitable evacuation procedure is in place and children practice this so they know what to do in an emergency. Children are protected by staff who have a good understanding of their responsibilities with regard to safeguarding children procedures.

Helping children achieve well and enjoy what they do

The provision is good.

Children have positive relationships with staff and are secure in their care. This means they settle to play and learn with confidence. Younger children and babies have an excellent range of activities planned for them in line with the 'Birth to three matters' framework. For example, babies enjoy playing with musical instruments and are supported well by staff who communicate with them both verbally and non-verbally. This supports and encourages them as they explore and discover the sounds and develop their co-ordination skills, banging and shaking the variety of instruments. This also promotes their sense of self as they begin to equate what they are doing with the noise they are making. Staff have a good understanding of the framework and begin to make links between this and the 'Curriculum guidance for the foundation stage' to prepare the older children for their move to pre-school when they are aged three. Children are enthusiastic in their play as they choose from a mixture of free playtime and adult supported activities. For example some children enjoy discovering books together and tell each other stories, looking at the pictures. Another group of children investigate which objects float and which sink in an organised water activity. All areas of their development are promoted and staff monitor each child's progress in clear assessment records. Children learn new skills while they are playing because staff offer appropriate support and ask questions that challenge them and encourage them to think. Children make good progress in their social and communication skills as they chat freely with staff and with each other. They express themselves confidently and ask questions, showing interest in what they do. Children begin to form friendships and play independently and co-operatively alongside each other.

Nursery education

The quality of teaching and learning is good. Children are making very good progress towards the early learning goals and some children are exceeding these in some areas of learning. Staff have an excellent understanding of the 'Curriculum guidance for the foundation stage' and plan a varied range of activities that is balanced well over the six areas of learning. Staff provide an interesting and attractive environment where children's artwork is thoughtfully displayed, enabling them to celebrate their own creativity. Space and resources are very well-organised to enable children to make their own choices about play and learning. Children are happy in their environment. They arrive with enthusiasm and show curiosity when they explore to see what activities are set out for them. They separate from their carers with confidence and settle quickly in the pre-school, eager to start the day. Children demonstrate confidence and security in their relationships with staff and with each other. Strong friendships are developing between the children and they show respect and care for each other. Children behave very well, respecting the clear guidelines and responding well to guidance and reminders from staff. Children understand what is expected of them. They are co-operative, take turns and know how to share.

Children's individual progress is monitored through daily focused activities and through informal observations. Their progress is evaluated and their individual next steps in learning are clearly planned for. However, the more able children are not always sufficiently challenged or engaged

in the learning process. Children with special educational needs or who speak English as an additional language are given good levels of support and are included equally within the setting. Children benefit from effective support from staff who ask questions that challenge children and help them to think. Children have many opportunities to develop new skills and to consolidate their learning. They are confident communicators and use language to interact with staff and with each other. Children are generally confident in speaking in groups. They show excellent progress in early writing skills. Children use a variety of tools such as paint brushes, different types of pencils and chalks to make marks. They are praised for their mark-making so they develop confidence and persevere. They learn to hold pencils correctly and begin to recognise and form letters. Many children recognise their own names and can accurately write them independently. The pre-school is participating in the 'Early Reading Development Project' so children are engaged in a number of activities that encourage them to recognise and link sounds and letters in the early stages of reading.

Children use mathematical language during their play, for example children identify which dinosaurs are bigger and which are smaller. They count by rote to at least five and some children count up to 20 or beyond. They are confident with numbers and begin to do basic calculations and recognise numbers out of sequence. Children explore and investigate. They have undertaken recent topics involving growing beans and have learned about the growth of a bean, including the proper names for parts of a plant. Other children have learned about finger prints. Children use the computer with confidence, using the mouse competently to navigate programmes. They plan and construct objects using a variety of different methods and construction sets. They learn about different cultures through topic work and discussions at group time following stories or when sharing news from home. Children learn about being healthy and about how their bodies work. For example a group of children feel their hearts whilst resting and then again after exercise. They discuss the difference and notice other changes in their bodies such as feeling hot. Children develop fine motor skills through using a variety of tools such as glue spreaders and scissors. Their large muscle skills are promoted well through regular use of the outside equipment both for free play and planned activities. Children are creative and express themselves freely. Their art work is not prescribed so they can create and complete work to their own satisfaction. They use a variety of different techniques and explore with textures and colours. They play imaginatively, creating scenarios and telling stories through the small world play and by evolving role plays together.

Helping children make a positive contribution

The provision is good.

Children throughout the nursery have a strong sense of belonging. Sensitive settling in procedures allow children to familiarise themselves with the nursery and to begin to develop relationships with staff with whom they later form secure attachments. Parents build up trusting relationships with staff and children gain confidence in their carers by observing these positive interactions. Children's individual needs are well documented with regard to health and dietary needs, likes, dislikes and preferred routines. This means that staff can provide continuity of care and help children to feel at home. Information is kept up to date through a daily verbal exchange of information between staff and parents and through an up-date form each time a child moves to a new group room. Parents are given information about the nursery's policies and procedures so they know about the nursery's business practices and the care given to their children. Parents of babies receive a daily diary with information about the care their child has received each day.

Children play with a range of toys and activities that reflect positive images of diversity. They also participate in activities in which they can learn about religious and cultural events in the calendar. This helps children to learn about the wider world and to explore aspects of their identity. Good levels of support are given to children with additional needs or who speak English as an additional language. There are effective systems in place to ensure that all children are included on an equal basis. Children behave very well. They enjoy their time at nursery and have suitable activities planned for them so they are interested and challenged. They have sufficient time to rest and to eat so are settled and comfortable. This promotes good behaviour. Any inappropriate behaviour is managed sensitively and calmly by staff who use methods of behaviour management that individual children can understand and relate to in accordance with their age, stage of development and level of understanding. Poor behaviour is understood within its context and staff help children to understand why it is unacceptable so they can learn to behave better. Children are warmly praised for good behaviour and achievements which encourages them to continue to behave well. Children's social, cultural, moral and spiritual development is fostered.

The partnership with parents and carers of funded children is good. They are given very good information about the foundation stage curriculum so they know what their children are learning at the pre-school. Parents have access to a notice board where the planning is displayed and receive newsletters and written reports. They are given information about the topics and are invited to contribute by bringing relevant items in from home, promoting links between the nursery and home environment. Parents are encouraged to support their child's learning at home through the topic work and through ideas sent home in newsletters. They are given an evaluation sheet at the end of each topic and are encouraged to complete this with their child so both parents and staff can learn from the child what they have enjoyed and what they have learned. This is a voluntary form but parents have valued it as a way to find out about what their child has been doing at nursery. Parents appreciate the clear communication and feedback they receive from staff.

Organisation

The organisation is good.

The nursery is well organised and child-focused. Careful thought has gone into how the children are grouped to ensure each child has their individual and developmental needs met. There is a high proportion of qualified staff who have the knowledge and experience to plan and provide a good range of suitable activities that support and promote children's development in all areas. Staff are effectively deployed and ratios are consistently met to ensure that children receive good levels of individual support and supervision. Rigorous recruitment and vetting procedures ensure the level of qualified and experienced staff is maintained and that all staff are suitable to work with children. Staff are well supported in attending relevant training courses and children benefit from their increased knowledge. The premises are risk-assessed both inside and out and most hazards are identified and action taken to minimise them so that children can play confidently and safely. Resources and equipment are organised to promote the enjoyment and safety of the children. Comprehensive policies and procedures are in place to underpin the good practice of the nursery. Essential records are in place and are kept up to date to promote the welfare, care and learning of the children. Overall children's needs are met.

The leadership and management of funded children is good. There is a clear vision for the pre-school with a strong focus on the personal development and achievement of the children. The managers work well together to set clear directions and to evaluate progress. They constantly

strive to improve and have built up a motivated and committed team of well-qualified staff who understand the principles of early education. Staff are supported through staff meetings and individual appraisals in which any training needs are identified and planned for. The managers monitor the provision closely and are able to identify the pre-school's strengths and any weaker areas, seeking advice when needed from the local authority.

Improvements since the last inspection

At the last care inspection the nursery was asked to make a number of improvements. They have developed their operational plan to include details of how staff are deployed and what activities are provided for children. There is now a clear system in place to identify the continuing training needs of staff to ensure these needs are met. A system of daily diary sheets has been implemented to record details of how children aged under two have had their individual needs met whilst being cared for at the nursery. This gives parents clear information about the care their children have received and promotes continuity of care. An effective system has been put in place to ensure all existing injuries are recorded and that this information is stored confidentially.

At the last nursery education inspection the provider agreed to make two improvements. The children in the pre-school now have increased opportunities to develop their mathematical skills during snack time, for example in calculating. The organisation of story time for the younger children in pre-school has been improved so they can all concentrate and engage in this activity.

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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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):

- ensure staff are informed and aware of the importance of good hygiene practices in order to prevent the spread of infection
- ensure that hazards to children within the premises are minimised with particular regard to new equipment

- ensure staff are aware of the need to maintain confidentiality with regard to the accident records.

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):

- improve the planning for more able children to ensure they are fully engaged in the learning process and appropriately challenged to extend their learning.

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