

Sandwell and West Birmingham Hospitals NHS Trust Day Nursery
Inspection report for early years provision

Unique Reference Number	255149
Inspection date	11 April 2007
Inspector	Karen Cooper
Setting Address	Lyndon, West Bromwich, West Midlands, B71 4HJ
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Registered person	Sandwell and West Birmingham Hospitals NHS Trust
Type of inspection	Integrated
Type of care	Full day care, Out of School 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?

Sandwell and West Birmingham Hospitals National Health Service Trust Day Nursery opened in 1979. It operates from a purpose built nursery which is located adjacent to the site of Sandwell District Hospital. The nursery predominantly serves the children of staff who work within the National Health Service.

There are currently 53 children from three months to four years on roll. This includes 10 funded three-year-olds and four funded four-year-olds. Children attend for a variety of sessions. The nursery supports children with learning difficulties and disabilities.

The nursery opens Monday to Friday all year round. Sessions are from 07:15 until 18:00.

There are 15 staff who work with the children. All of the staff hold an appropriate childcare qualification. The nursery receives support from a teacher mentor from the local authority. They are currently working towards a quality assurance accreditation.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children are cared for in warm and welcoming premises where they learn about hygiene routines and personal care. They know that they need to wash their hands before eating and after using the toilet. They are becoming skilled in attending to their own personal care such as brushing their teeth after eating. Staff take steps to prevent the spread of infection by keeping the premises clean. They operate a 'clean as you go' policy throughout the day, wear aprons and gloves to change nappies and to serve food and regularly sterilise feeding equipment. There are effective arrangements in place to care for children in the event of illness. If a child becomes ill during the session, the staff ensures they are comfortable and are cared for sensitively, while waiting to be collected by parents. All staff hold current first aid certificates and most are trained in procedures to support children with specific health needs, for example, to use Epipens in case of anaphylactic shock. This ensures the nursery is able to provide opportunities for a wider range of children to attend the setting. The appropriate permissions and records are in place regarding the administration of medication and accidents, which are shared with parents.

Children's health is promoted by a wholesome, nutritious and balanced diet. Processed food is not served and children are not given food and drinks with high levels of artificial additives, sugar and salt. Meals are freshly prepared using fresh meat and vegetables and menus are produced to give parents information about meal choices. This includes dishes from different cultures. Mealtimes are relaxed, social occasions when children and staff sit together around the table to enjoy each other's company. Staff are aware of the many learning opportunities to promote children's understanding of healthy eating, for example, they use the time effectively to discuss what foods are good for the children to eat. Through planned topics and activities children are encouraged to learn about staying healthy. Children are aware that their heart beats faster when running and know to help themselves to a drink after playing outdoors. They are provided with healthy snacks such as fresh and dried fruits and drinks are readily available. Daily information sheets are completed by staff and shared with parents to ensure that they are kept well informed of their child's food intake. Children's individual needs are discussed with parents and staff record details of any specific requirements or allergies.

Children are provided with plenty of opportunities to take part in robust physical exercise through well-planned indoor and outdoor activities. This helps children to develop the confidence to enjoy moving with control, using their bodies in various ways, for example meeting the challenge of an obstacle course. Babies and toddlers are learning to acquire physical skills such as crawling, climbing and balance when using large and small soft play equipment, activity centres and the sand tray. Older children competently use a wide range of large and small equipment including, push a longs, wheeled toys and bats and balls.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play, eat and rest in a secure, well-maintained environment and benefit from a good range of age-appropriate toys, furniture and resources, that are of good quality and safe. Indoor and outdoor space is organised effectively, creating a child friendly environment. Children are able to independently access available resources from tables, boxes and shelves at child height, which helps to create a stimulating, learning environment. There is a high ratio of staff to

children present and staff are appropriately deployed to ensure children are always well supervised.

Children move freely and safely around the available space because staff have implemented good procedures to ensure their safety at all times. Staff are responsible for carrying out daily room checks and the outdoor area is checked prior to the children using it. Clear risk assessment documentation is maintained and staff are aware of current legislation. Babies and young children sleep safely, comfortably and are frequently monitored. Effective security systems ensure that children are unable to leave the premises unsupervised and there are clear procedures to ensure only authorised people collect the children. For example, passwords are used when necessary for extra protection. Through topics such as 'People who help us' children are beginning to learn about their own safety, however, they do not regularly practise emergency evacuation procedures therefore, are not fully aware of the procedures for evacuation in an emergency. Appropriate fire equipment such as smoke detectors and extinguishers are provided and are regularly checked to ensure they are in good working order.

Staff have a good understanding of how to protect children in their care and regularly update their knowledge and skills through training. They are aware of signs and symptoms of possible abuse and know the appropriate procedures to follow should they have a concern about a child, which is shared with parents.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and well-settled. They independently choose from a good range of age-appropriate toys and resources that develop their emotional, social, physical and intellectual capabilities. The children are sociable and close and caring relationships with staff increase their sense of trust and help them develop a strong sense of belonging. Staff are sensitive to new children's concerns, offering comfort and reassurance. Parents are encouraged to spend time at the nursery with their children to ensure that the transition from home to nursery is smooth one.

Staff respond with genuine interest to children's questions and general conversations about their home life and families. Older children complete 'news' books as a way of sharing their weekend and other news. All children benefit from a range of activities outside the setting. They go for walks to the local shops, library and park. Babies and toddlers respond well to the stimulating environment. Babies enjoy playing with the various programmable toys and tapping pots to see how much noise they can make. Toddlers eagerly join in outdoor activities, squealing and laughing with delight when chasing the ball.

Staff have a good understanding of the 'Birth to three matters' framework, which they use effectively to involve children and further their development. This ensures learning is exciting and enjoyable.

Nursery Education

The quality of teaching and learning is good. Staff have a good knowledge of the Foundation Stage and early learning goals. They plan an interesting and exciting range of activities, which helps children develop positive attitudes towards learning. Planning is linked to the stepping stones and covers the six areas of learning. The children are interested, excited and motivated to learn. As a result, they are making good progress towards the early learning goals. However,

there are some missed opportunities during daily routines and activities to encourage the children to make progress in their mathematical development. Children are valued and staff help them to feel good about themselves by frequently providing positive support, praise and encouragement, while managing behaviour very well; this helps build children's self-esteem.

Staff regularly monitor and evaluate activities to inform future plans. They carry out written observations of the children's progress, however, these are not always used effectively to benefit children in their learning. Staff with responsibility for children with learning difficulties and disabilities have a sound knowledge of the procedures to follow to ensure the children's needs are met and have developed good relationships with parents and other professionals so that all children are included in all aspects of nursery life.

Children enter the nursery enthusiastically and are confident and happy during the time they spend there. They are keen to learn and are encouraged to try out new skills. For example, crawling through tunnels and jumping in and out of tyres when participating in an obstacle course. Staff encourage children to be independent and provide many opportunities for them to develop their self-help skills. For example, pouring drinks during snack time and brushing their teeth after lunch. Children's language skills are developing well. They are able to speak within a familiar group and confidently make their needs known. They have daily opportunities to practise their mark-making skills and with daily adult support they are developing an understanding of sounds and letters of the alphabet. Children enjoy listening to familiar stories such as 'Fergus's Upside Down Day' and eagerly join in with nursery rhymes such as 'Old MacDonald had a farm'.

Children are learning to count with confidence some beyond 10 with adult support such as when counting the days of the month and tyres when joining in an outdoor activity. However, there are less opportunities for the more able children to develop their understanding of simple problem solving. Activities reflect a variety of opportunities for children to match and understand shapes. For example, children's work displayed around the room and photographs provide evidence that they understand a banana is shaped like a crescent and a kite is shaped like a diamond.

Staff provide a good range of stimulating opportunities for children to investigate and explore their environment. For example, children have planted sunflower seeds and watched them grow and added food colouring to the water of flowers to observe them changing colour. Children are developing their knowledge of technology and use the computer and peripherals with confidence and skill. They enjoy designing and constructing using a variety of materials such as sand, collage, cornflour and bricks. Children have a sense of place and are encouraged to talk about significant events in their lives on a daily basis.

Children use and handle a range of small tools appropriately, such as pencils, crayons and paint brushes. They are developing their imaginative skills through interesting role play activities. Staff vary the play in this area to stimulate children's interests and enable them to explore different roles, for example, a hairdressers and a vet. Children enjoy taking part in physical activities and have daily access to a well-equipped outdoor play area. They talk about their senses and explore texture through cooking activities and treasure boxes.

Helping children make a positive contribution

The provision is good.

Children are beginning to understand their own needs and the needs of others through daily routines and planned topics. They have access to a good range of positive image resources for example books, posters, dolls, role play and figures and are learning to respect diversity within their immediate and wider society through planned and spontaneous activities. The nursery welcomes children with learning difficulties and disabilities and ensures that all children can access and participate in all activities offered. Staff work closely with parents to ensure children's individual needs are met, for example, learning familiar words in other languages.

Children play happily and are confident, sociable and secure. They respond positively to the staff who ensure that behaviour is managed with the use of praise and explanation. Children are well behaved and are encouraged to share, take turns and show consideration for others. They are listened to and the staff value what they say, which helps them to feel good about themselves. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers of funded children is good. There is a good and effective partnership with parents throughout the rest of the nursery. Parents have clear information about the setting and their children's progress through, for example, daily information sheets, a prospectus, newsletters and displays. Children's achievements are discussed regularly to keep parents informed of the progress they are making towards the six areas of learning. Policies and procedures are clear and available. Staff regularly liaise with parents to ensure that children's records contain information which enables appropriate care to be given, including initial baby routines. Staff operate an 'open door' policy and welcome parents into the setting. They are encouraged to attend parent evenings and regularly participate in fund raising events. Staff actively seek parents' views through comments sheets and daily discussions. Any comments are seriously considered and acted upon.

Organisation

The organisation is outstanding.

Children benefit from attending this well-organised, friendly nursery. Children enjoy and participate fully in activities because space and resources are very well-organised. Effective recruitment and vetting procedures ensures children are cared for by suitable and qualified staff. All staff hold an appropriate childcare qualification. Staff are happy, motivated and work extremely well together within the stable staff team. This is reflected throughout the nursery, as turnover of staff is very low. Staff have access to good training opportunities and the staff ratios and group size supports children's learning and play.

Children's personal information is stored securely, which helps to maintain confidentiality. The setting has developed an excellent and comprehensive range of written policies and procedures to promote children's health, safety and well-being. All required documentation is very well-organised and policies and procedures are continually undergoing review and update to reflect the progressive improvements of the operational practices. This ensures that parents are well informed about the service offered and of their child's achievements and progress and that staff are kept up to date with current legislation.

Leadership and management is good. This contributes to children making good progress towards the early learning goals. The managers are committed to continued improvement and welcome support from other agencies, including the support teacher from the local authority and other

outside agencies. The management team regularly evaluate practice issues and responds to parental requests and comments. Comments sheets are regularly issued to parents to ensure the service offered is meeting their needs. The managers have a clear vision about the future for the nursery and ensures staff training is prioritised so as to improve the overall quality of care and education for all children. They work well as a team, lead by example and are good role models for rest of the staff team. Overall the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the provider was asked to ensure children's times of arrival and departure are recorded accurately. Children's welfare is now promoted because parents sign their children in and out of the provision and staff also complete a room register indicating times of arrival and departure.

Complaints since the last inspection

Since the last inspection there has been one complaint made to Ofsted that required the provider to take 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.

A complaint was received August 2004 from the parent of a child attending the setting who said that her child had been smacked by a member of staff. Due to the nature of the concerns raised, the incident was reported to the social services department. They conducted their own enquiries, but were unable to substantiate the allegation. This relates to National Standard 13 – Child Protection. We asked the provider to investigate and report back to Ofsted within 10 working days. The provider reported back and provided a comprehensive and professional report. No evidence was found to support the allegation. We are satisfied appropriate steps have been taken and the provider remains qualified for registration.

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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):

- develop fire safety precautions within the setting, for example, by ensuring that children fully understand and practise the emergency escape plan.

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):

- ensure information gained from observations is used effectively to move children forward in their learning
- improve and extend the programme for mathematics to include more opportunities for children to develop their understanding of simple subtraction.

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