

# Willows Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	139935
<b>Inspection date</b>	13 February 2008
<b>Inspector</b>	Sue Boylan
<b>Setting Address</b>	Sutton General Hospital, Cotswold Road, Sutton, Surrey, SM2 5NF
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<b>Registered person</b>	Epsom & St Helier NHS Trust
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

Willows Nursery is one of two nurseries run by Epsom and St Helier NHS Trust. It opened in 2000 and is situated in the grounds of Sutton Hospital. The setting provides day care primarily for children of NHS staff. A maximum of 48 children may attend the nursery and a maximum of 24 children may attend the play-scheme at any one time. The nursery is open each weekday from 07:00 to 17:45 for 52 weeks of the year. The play-scheme is open from 08:00 to 17:45 during school holidays. The provision operates from a building with five play rooms, the play centre annex is nearby. Children share access to two secure and enclosed outdoor play areas.

There are currently 55 children on roll aged from six months to four years. Of these, 16 children receive funding for early education. Children attending the play-scheme are aged from four to twelve years. The nursery supports children with learning difficulties and/or disabilities and currently support children who speak English as an additional language.

There are 12 permanent members of staff working with the children. Of these, nine hold appropriate early years qualifications and three are working towards a qualification.

## THE EFFECTIVENESS OF THE PROVISION

### Helping children to be healthy

The provision is satisfactory.

Throughout the provision staff take positive steps to promote the good health of children. For example, most participate in 'Tots in Sports' a weekly activity to encourage physical exercise. All children have good opportunities to go outside in the fresh air. Older children excitedly put on their coats and boots to go outside in the garden to jump on the trampoline, balance along the beam and play a chase game. Babies go on regular walks around the grounds and love to go to the park to feed the ducks and see the squirrels.

There are appropriate hygiene procedures to protect children's health, for instance, adults remove shoes if spending any amount of time in the nursery and staff wear disposable gloves and aprons when serving out food and changing nappies. Children are beginning to learn the importance of personal hygiene, for example, they use liquid soap and paper towels to wash their hands. However, there is no routine to make sure babies have clean hands before eating their snack and older children are not encouraged to cover their mouths when coughing.

A sufficient number of staff are first aid trained so children are treated quickly if they have an accident. There is a fully stocked first aid box in each room and the contents are checked regularly. Children are protected from the risk of cross infection as parents and staff are aware children do not attend if unwell.

Children benefit from a nutritious and balanced menu, such as fish pie and cheesy pasta with vegetables for a main meal and a good selection of fruit daily. This is supplied by the hospital kitchens and transported to the nursery in insulated boxes where staff check the temperature of the food with a prob on arrival. All children enjoy the social interaction of eating together at the table. They have access to fresh drinking water throughout the day, this encourages independence and helps children to think about their personal needs.

Staff follow babies individual sleeping and feeding routines. This provides continuity of care and contributes to health and well-being. Babies are settled and take every opportunity to explore their environment. They are curious and love to practise their walking, crawling and stretching. They thrive on close bonds with staff and freely come over for a cuddle.

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

The provision is good.

The environment is bright and welcoming so children feel comfortable and secure. They have space to move around freely and the equipment and resources are in good condition. There are examples of children's work displayed throughout the nursery. This promotes a sense of belonging and fosters self-esteem. Security is good so children are unable to leave the premises without a known adult. Staff supervise appropriately at all times, for example, when using the annex garden, children have to hold 'The Line', until they have walked to the fence, they wait together until staff have counted them all through the gate.

Children's safety is protected because staff complete daily checks of premises and risk assess activities, such as using the trampoline and firework party. Children are learning to keep themselves safe because staff remind them, for example, 'be careful on the chair, you might fall' and 'do not run you might slip'. Children are protected from the risk of fire, for instance, the alarm is checked weekly and they practise the emergency escape plan on a regular basis.

Children are protected because staff demonstrate a good understanding of their responsibilities with regard to child protection issues. There is a rolling programme of child protection training and the policy provides information about the procedure staff follow if they have concerns a child is being abused or neglected.

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

The provision is good.

Children are happy and settled. Babies and toddlers smile and wave their arms when a familiar adult enters the room. Staff are affectionate and responsive to their needs, for example, taking away the rest of the banana at snack time because the baby shook her head and pushed it away. Babies and toddlers are curious and have good opportunities to explore the environment. They take great pleasure in climbing in and out of the builders tray, picking up toys and putting them back down again. Toddlers like to sit comfortably on cushions just before lunch to sing songs, such as 'Twinkle Twinkle Little Star' and 'Wind the Bobbin up', joining in with the actions and clapping at the end. Babies and toddlers love to participate in texture play, they excitedly run their fingers through dry flour, laughing as their faces and hair get covered.

Babies are beginning to know the routine, for example, crawling over to a member of staff when it is time for a nappy change. Toddlers enjoy stories, they independently take out a book and sit with a member of staff as she reads a story, turning the pages and pointing at the pictures. Appropriate activities are changed regularly for younger children to encourage their interest and stimulate their learning. They are confident, secure and have good self-esteem. Staff are making good use of the Birth to three matters framework. There is clear planning and regular observations are made of children's progress and development.

When children come to the busy holiday play-scheme they are sure of a welcome. Staff work hard to ensure activities are exciting, stimulating and appropriate for the age attending. Children's views are taken into account because they are asked to complete an evaluation questionnaire at the end of the holiday. This provides an opportunity for children to make suggestions and offer ideas for the next time. A variety of outings are planned to places of interest, for example, Hever Castle, cinema and HMS Belfast. Activities include raft making, cooking and sports.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Most staff have sound knowledge of the Foundation Stage and children are making steady progress towards the early learning goals. The curriculum is planned, although it is not always clear if the focus activities are linked into individual learning needs. Staff make regular observations which are used to keep the progress charts updated and the planning mostly informed. Children become a little restless during circle time first thing in the morning. It is disrupted by staff taking children to the toilet to wash their hands, because snack takes place soon after breakfast, this results in children sitting for long periods of time before going off to play.

Children are caring towards each other, for example, one gently pats a child on the back who is coughing. They demonstrate good self help skills, such as serving out the fruit, zipping up their coats and pouring drinks. Children know their own minds and are confident to make suggestions to staff, for instance, 'can we play the box game'. Children are forming friendships with each other, for example, choosing a puzzle together and sitting on the floor to complete. They are beginning to use mathematical language, when they say to staff, this is a heavy plate,

most children are able to count to 10 and some beyond. They look forward to using their 'work books', this means children can make marks and draw independently. Some older children are able to write letters of the alphabet and are forming pictures with recognisable shapes, such as a house with windows and flowers in the garden and people with face features and limbs.

Children enjoy physical exercise and take delight from running around in the 'big garden'. They wonder why they are out of breath after jumping on the trampoline, until a member of staff says 'because you have just done some exercise and it is good for you'. Children show good levels of concentration when they help to make some play dough, taking it in turns to pour in flour, salt and water, mixing it up and adding some glitter to change the texture. They are fascinated when coffee granules are put in the water tray, they talk about the colour and smell.

There are good opportunities for children to use their imagination, for example, making a tent using blankets in the home corner and pretending to be a 'power ranger' in the garden. Children understand that print carries meaning, they listen intently to a story after lunch, for instance, 'Angelina Ballerina'. They contribute ideas for the book display on the wall, 'Gruffalos Child'. However, there is not enough opportunity throughout the day for children to make and design. Children are able to appreciate the wider world, for example, looking at a map of the world and identifying where their family comes from and what language they speak.

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

The provision is good.

Children benefit because they are encouraged to develop a positive view of the world around them, for example, they make fans, paint dragons and practise writing for Chinese New Year and make pancakes for Shove Tuesday, parents are invited to take the recipe home. There are good opportunities to experience the local and wider community. Children love to go to restaurants for lunch, farm to see the animals and soft play areas to practise their physical skills. Their learning is often extended because they travel on public transport. Children participate in fund raising events, such as growing daffodil bulbs for a cancer charity. All children are included in the day-to-day routine of the nursery and staff work appropriately with outside agencies when specific needs are identified. This means children's spiritual, moral, social and cultural development is fostered.

There is good partnership with parents. Staff are available at all times to discuss individual children, they complete report sheets which go home every day with information detailed about the child and their day. Home visits are offered for new children about to join the nursery. This provides an opportunity for parents to talk to the key worker and fill out a form with details on the child's likes, dislikes and routine. Parents are kept well informed about the setting and Foundation Stage through newsletters, notice board, displays and the nursery prospectus. However, the complaints log available for parents information in the corridor does not protect the individual's identity.

Staff meet with parents twice a year to discuss their child's progress, this helps to promote continuity of care. Parents are positive in their comments about the nursery, for example, 'really good, I would recommend it', 'friendly atmosphere' and 'it gives me peace of mind my child is well cared for'.

Children behave well and benefit from the structured but flexible routine. For instance, if staff know there are going to be less children attending that day, an outing is organised. Children's self-esteem is fostered as they are praised at every opportunity, for example, 'good sharing'

and 'lets give a big clap for the lovely singing'. Children enjoy each other's company and willingly take turns and cooperate, for instance, pushing cars down the slope of a bridge. Staff use positive strategies to manage children's behaviour, for example, 'I'm going to give everyone a sticker for good tidying up', older children feel important as they help to give out the plates and serve the fruit.

## **Organisation**

The organisation is good.

There are effective recruitment procedures and staff are not employed until fully vetted. There is a comprehensive range of policies and procedures. They have recently been reviewed, however, there is no evidence to confirm this is completed on a regular basis. Children benefit because they are organised into rooms where their age and stage and of development is considered at all times. They do not move up until staff feel they are completely ready to do so, this fosters, children's well-being. Most staff are qualified and have a good understanding of child development.

Staff work closely together as a team. They are dedicated to providing a caring and stimulating environment. The required documentation is maintained accurately. This contributes to children's health, safety and well-being.

Leadership and management is satisfactory. Staff meet regularly and have a clear understanding of their roles and responsibilities. There is limited opportunity for staff to attend training on the Foundation Stage and areas of learning. The acting manager is experienced in pre-school work, she is very much hands on and likes to lead by example when working with the children. There is a system to evaluate the curriculum, however, it makes it difficult for staff to identify areas for improvement as informal notes are jotted down on the back of the planning sheets.

Overall the setting meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

At the last Children Act inspection the provider agreed to add to range of play resources reflecting positive images of disability and ensure that there is an effective system for managing access to the premises. The selection of resources has increased and access to the premises is safe and secure.

At the last nursery education inspection there were no significant weaknesses, however, the provider agreed to improve the system for recording observations. Staff are making regular observations and making sure consideration is given to individual needs when planning.

## **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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### 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 routine so babies can wash their hands before snack and make sure children understand the importance of covering their mouth when coughing
- make sure the information recorded in the complaints log does not identify individuals
- develop a system to ensure the policies and procedures are reviewed on a regular basis and this is recorded.

#### 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 system so focus activities link into individual learning needs
- provide more opportunities for children to make and design
- improve the organisation of the morning circle time
- make sure staff working in pre-school are experienced and attend training to update their knowledge of the Foundation Stage and areas of learning.
- develop a more formal system to evaluate the teaching and 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](http://www.ofsted.gov.uk)