

# Pilgrim Hospital Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY359423
<b>Inspection date</b>	21 April 2008
<b>Inspector</b>	Elisabeth Wright
<b>Setting Address</b>	Pilgrim Hospital, Sibsey Road, BOSTON, Lincolnshire, PE21 9QS
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<b>Registered person</b>	For Under Fives Ltd
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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 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?

Pilgrim Hospital Day Nursery is one of 17 nurseries owned by 'For Under Fives Limited'. It opened in 2007 and operates from a purpose-built building. It is situated in the grounds of the Pilgrim Hospital, Boston in Lincolnshire. A maximum of 59 children may attend the nursery at any one time. The nursery is open each weekday from 07.00 to 18.00 all year round. Children have access to a secure, enclosed outdoor play area. Children attending are children whose parents work at the hospital. The nursery can support children with learning difficulties and/or disabilities and children who speak English as an additional language. There are currently 27 children in receipt of early education funding who attend for a variety of sessions. The setting receives support from the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children's health is promoted as the premises and equipment are maintained to a satisfactory standard of cleanliness. Procedures to prevent the spread of infection to protect children are generally practised, for example, staff wear disposable gloves and aprons when changing nappies and the changing mat is cleaned after each use. However, not all staff are rigorous in following the procedures, for example by not washing hands between nappy changes or removing aprons before leaving the bathroom, therefore children are potentially at risk from cross-infection. Children are learning about keeping themselves healthy and their independence in caring for their own needs is promoted. For example, when using the toilets children wash their hands independently and enjoy using the individual paper towels provided to dry their hands, reminding one another of what they need to do. Accidents and any medication given is documented and parents sign these records to ensure they are well informed, consequently children's well-being is promoted. There are sufficient staff with up to date first aid certificates on duty at any one time so that children receive appropriate care in the case of any accidents.

Children benefit from the provision a healthy and nutritious diet. Their individual dietary needs are taken into account as these are discussed with parents. The main meal from the hospital kitchens is checked for correct temperature to ensure children's well-being. However hygiene and storage systems in the kitchen are not rigorously applied which potentially compromises children's health. For example stored food is not always adequately labelled or food served on trolleys is not always covered. Parents' and children's dietary preferences are respected and supported well in the setting, as the setting is proactive in gaining and maintaining comprehensive information. Children who have dietary allergies are cared for well, staff are aware of their needs and share information sensitively. Systems are in place to ensure that children with allergies are protected, for example, by using a different microwave for foods brought from home where ingredients are not guaranteed.

Children benefit from being able to play outside in the fresh air. The setting has a good sized outdoor space which they are intending to develop further to enable the children to benefit from being able to spend more time out of doors. Children in receipt of early education funding are able to develop physical skills through activities which include climbing, running, steering bikes and wheeled toys and learning control skills with bats and balls. Consequently, their physical development is well supported.

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

The provision is good.

Children benefit from being cared for in a safe and secure environment, where their sense of belonging is enhanced. For example, their work is valued and displayed on the walls and space is made for their personal belongings. Good use of space ensures that the children can move around freely, accessing the toys and equipment easily in low-level storage to promote their independence and free-choice. They benefit from the rooms being laid out thoughtfully in zones, so that they are able to rest, eat and play comfortably. The use of good storage facilities ensures that the children's areas are kept free of clutter and create a welcoming and comfortable environment. The indoor and outdoor area are secure, the external door is kept locked with a bell and there are keypads on internal doors and the garden is fully fenced so that the children's safety is promoted.

The setting provides a good range of furniture, toys and equipment which are well-maintained and checked regularly to ensure the children's safety. Babies benefit from a good range of equipment which is suitable to their individual needs and which offers choice. For example, staff are proactive in finding out how babies like to sleep and offer a range of options including cots and buggies with a choice of sheets and blankets.

The setting carries out regular risk assessments to ensure that hazards to children are identified and minimised. These include assessing accidents so that areas of concern can be identified and action taken to promote children's safety. Fire escape plans are in place and are practised to ensure that children are protected in an emergency. However, fire doors are sometimes left open which potentially compromises the children's safety. The setting agreed to take immediate action on this and intends to obtain a fire safety audit to promote good practice in the best interests of the children.

Children's welfare is safeguarded because staff in the setting have a clear understanding of their roles and responsibilities with regard to the reporting and recording of child protection issues in line with Local Safeguarding Children Board guidelines. The setting supports staff fully by authorising them to pass on concerns appropriately, which ensures that children are protected well.

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

The provision is good.

Younger children in the setting benefit from the good understanding and working knowledge which staff have of the 'Birth to three matters' framework. Consequently staff in the baby room and toddler room are able to provide a wide range of activities and experiences which support children's individual care and learning needs. Babies are confident and respond well to adults because staff interact with them well, developing good self-esteem from an early age. They are confident to approach staff and will snuggle in for a cuddle when they need reassurance or are feeling tired. Staff are proactive in establishing and providing for each baby's routine and needs, providing flexible care which enables them to develop well in all areas. Toddlers benefit from the good level of team work and interaction that staff maintain which provides them with a calm atmosphere in which they can play and learn. Good planning in line with 'Birth to three matters' supports their individual needs well across all areas. Staff are flexible, taking advantage of the good weather to give children the opportunity for a longer period of time spent outdoors. The quality and variety of activities offered provide a rich environment in which children thrive.

The quality of teaching and learning is good. Staff are enthusiastic and plan a well-balanced curriculum, with activities planned for each of the six learning areas of the Foundation Stage. Therefore children make good progress towards the early learning goals across all areas. Staff are skilled in encouraging children to lead their own learning, providing a good balance of child-initiated and adult-led activities. Staff engage with the children in their play, supporting their ideas. Learning is extended by the use of simple questions and suggestions which encourage the children to think and to work things out for themselves. Consequently they have fun learning through their play. Children's individual progress is observed and their achievements are then recorded. However, staff do not always evaluate to identify the next steps in children's learning, therefore some older or more able children do not always receive sufficient challenge. The setting is currently revising planning methods with support from the local authority to bring these in line with the Early Years Foundation Stage.

Children demonstrate good social development through their interaction and play with each other. They engage in cooperative play, taking time to listen to one another's ideas and arranging what they will do. For example, a group of children playing in the 'garden centre' discuss together how they will clear up the spilt compost. They are conscious of their own feelings and those of others because staff engage in discussion with them, consequently they treat one another with respect and consideration. They are articulate, explaining things to adults and each other. For example, two children discussing how to colour in nicely and keep in the lines go on to talk about how sometimes when you are angry you like to scribble to draw how you are feeling. Most children recognise their own names because opportunities are made for them to do so. Consequently many children are beginning to make marks to represent the letters of their names and some are able to write their names. They enjoy books and stories, demonstrating a good understanding of the stories they choose and pointing out their favourite bits of the story. Children count confidently and use mathematical language during play to describe weight, amount, size, shape and position. Children using the computer accurately count how many eyes they have used to put on the figure, using their fingers to count carefully as they point to each eye. They learn about weight and volume through playing with sand and water activities, making comparisons as they do so. For example, one child asks 'How heavy is yours?' whilst playing in the sand.

Technological development is supported well as the children have access to a computer and use a programmable roamer. They learn about the wider world through celebrating a number of festivals and learning about the cultures the festivals are set in. A wide range of relevant resources enable them to have experience of a range of cultures through dressing up, music or tasting foods. They learn about change and growth whilst making use of the growing area of the garden. Children in the setting demonstrate good imagination in their art work and through role play. They have access to a range of art and craft activities, including junk modelling and collage where they learn about textures and build three-dimensional models.

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

The provision is good.

Children benefit from the strong emphasis which the setting puts on treating them as individuals. Staff are proactive in gathering information which supports their individual care needs, for example information gathered for babies is detailed and comprehensive. Children with English as an additional language are supported well because the setting supports and values home language and uses a range of strategies, for example, picture cards, to enable children to make their needs known. Children with learning difficulties and/or disabilities are welcomed into the nursery as the setting has a positive attitude towards this area of childcare. There is a special educational needs co-ordinator to support the needs of children and their parents and to act in the best interests of each child.

The partnership with parents and carers of children in receipt of funding for early education is good. Parents receive good quality information about the educational programme, topics and activities which their children will be engaged in through the display notice boards and via newsletters. They are able to access their children's records or speak to their child's key worker to gain information regarding their educational progress. Current planning systems do not adequately record individual children's next steps, or provide parents with opportunities to contribute to their child's records, which consequently limits the support they can give to their child's ongoing learning at home. The setting is aware of this and is working closely with their local authority advisor to develop and improve recording systems.

Children benefit from the good relationships which the setting maintains between staff and parents. Parents receive good information about the nursery, which for example includes a welcome pack, and they are informed of the nursery's policies and procedures. Staff work very closely with parents, to meet the individual care needs of all the children.

Children's spiritual, moral, social and cultural development is fostered. Children in the setting treat each other with respect and consideration because staff provide them with good role models. Consequently the setting has a calm atmosphere and children are able to play and learn without disruption. Children are well aware of their boundaries and limits because staff explain to them, therefore small issues are picked up on quickly as children only need to be reminded. For example, a member of staff asks, 'Should you be doing that?' when a child begins to run around during lunch, the child quickly returns to their place. Children are given time to reflect and talk about how they feel, therefore they develop a good sense of self-awareness. For example, they explain how they felt about the recent sad death of a fish and what action they took to ensure it was properly buried.

## **Organisation**

The organisation is good.

Leadership and management of nursery education is good. The manager has a commitment to improvement and implements secure systems of self-evaluation and consequent actions which involve the thoughts and ideas of the staff team as a whole. Consequently continuous improvements are made to the nursery to the benefit of the children. All staff responsible for the implementation of early education have a clear understanding of the Foundation Stage and demonstrate a good knowledge of the stepping stones. The setting is currently reviewing its planning systems to enable them to further support children's individual needs and interests based on observation. As current planning methods cover all six areas of learning and staff have a good knowledge of the interests and abilities of the children in their care, they progress well towards the early learning goals. The setting makes good use of local authority support and the willingness of the manager and staff team to seek and act upon advice ensures that children's early education is supported well.

Children benefit from being cared for by an established and committed staff team. However, at times deployment of staff does not effectively support children's needs, for example, if staff are involved with domestic tasks such as serving lunch. Children are protected because robust recruitment and vetting procedures ensure that adults caring for them are suitable to do so. The staff have a secure, working knowledge of the policies and procedures of the setting which enables the children to receive consistency of care. The benefits of staff training are valued, consequently staff are actively encouraged and supported in their ongoing learning and development to the benefit of the children in their care. The setting meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

### **Complaints since the last inspection**

Since registration 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 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 that staff are fully aware of and implement good hygiene procedures
- ensure that fire doors remain closed
- ensure that deployment of staff fully supports children's needs at all times.

#### 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 further children's development records to ensure that parents are fully informed of and can contribute to their child's progress towards the early learning goals and next steps
- ensure that more able children receive sufficient challenge.

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)