

The Hospital Day Nursery

Inspection report for early years provision

Unique reference number	EY286427
Inspection date	14/10/2008
Inspector	Linda Margaret Nicholls
Setting address	Queen Marys Hospital, Froggnal Avenue, Sidcup, Kent, DA14 6LT
Telephone number	020 8308 3190
Email	thehospitaldaynursery1@yahoo.co.uk
Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

The Hospital Day Nursery registered in 2004. It is privately owned and works in partnership with the NHS. Registration is for 60 children in the early years age group. There are currently 98 children on roll, of whom 81 attend for full days.

The premises comprise a single story building situated in the grounds of Queen Mary's Hospital, Sidcup, Kent. There are four group rooms, toilets, a kitchen, office, laundry and staff room. There is a fully enclosed outside area with safety surface and grass areas.

The nursery opens from 06.50 until 19.00 all year and serves hospital staff and families from surrounding areas. There are 21 members of staff working with children in the nursery, all of whom have, or are working towards, a National Vocational Qualification (NVQ) in childcare at level 2 or 3.

Overall effectiveness of the early years provision

The Hospital Day Nursery is highly effective in ensuring children maintain consistently good progress and providing significant impact in several elements of its provision. All major aspects are good. Children's learning and development is well rounded. They contribute to the planning and assessment of their chosen activities. Provision for their physical and emotional well-being is excellent. Thorough systems are in place between the provider, parents and external agencies to ensure children's individual needs are met and their protection is assured. Established self-evaluation methods lead to continuous reflection and improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- consider methods to record children's achievements prior to entering the Nursery and ensure staff plan sufficient time to discuss daily events with parents at collection so that children achieve as much as they can in relation to their capabilities
- consider methods to ensure children have free independent access to outside play so that the learning environment encourages them to explore and be active, creative learners

The leadership and management of the early years provision

Highly experienced, proactive leadership manages a rigorous self-evaluation system that is well established and reviewed regularly. Records, policies and procedures are analysed and professionally presented to ensure the needs of all children are met. Senior staff ensure all adults working with children are safe to do so. Resources, including staff, are very well deployed with consideration of general

age groups and individual needs. All staff commit to training to sustain and improve further the high quality care and early years provision offered. The sense of common purpose for children's care and developmental progress reflects the exceptionally high aspirations of those in charge.

Thorough and regular risk assessments are in place which encourage staff awareness and help prevent most accidents. Regular quality checks monitor, identify and action targets for further improvement, such as the recent review of the security fencing or the adjustment to the age groups in each room providing children with appropriate stimulus and learning experiences.

The capacity to make necessary improvements is very good. Improvements since the last inspection encourage children to make increasingly independent decisions and to secure the skills they have developed at their own pace. Children contribute to the continuing assessment of their progress by describing to staff their intentions which are then recorded together with the identified piece of work. Resources and planned activities have been developed throughout the nursery so that boys and girls learn about their community and the wider world. Inclusive practice is promoted well with photographic and fabric displays, signs and symbols of other languages and positive images of physical disabilities which have a beneficial impact for all children attending.

A variety of very effective links with parents, carers, external support services and a local primary school provide a secure foundation to the excellent daily integration of care and education. Good quality information about early years provision is displayed and recorded so parents are informed of learning expectations. Individual children's progress is observed and discussed with parents. The nursery has an 'open door' policy which sympathetically and warmly welcomes parents and carers.

The quality and standards of the early years provision

Children are happily engaged in play and learning during their stay at the nursery. Members of staff interact positively with children, chatting to them and supporting their chosen activities. Children learn to use equipment and play cooperatively because members of staff demonstrate positive role models. Members of staff routinely evaluate activities, make clear observations and plan effectively to support individual next steps to learning. However, children's achievements at home are not recorded and an initial assessment is made four to six weeks after a child enters the nursery. This results in an initial delay for individual assessment and planning. Staff are well deployed in each room allowing children to play independently or to engage in adult-led activities. Children are encouraged to develop listening skills with taped stories and are challenged to solve problems as they experience a range of materials such as sand, water, dry rice or glue.

Children engage members of staff with confidence, asking them to join their play. They grow to be confident communicators as they describe events at home or visits to close relatives. Children develop friendships as they play together. A variety of resources are available at child level so they may experiment with mark making.

Children's work is valued. Colourful examples of children's craft work and photographs of their activities decorate each room. A delightful display of photographs in the room for youngest children show them comfortably settling to sleep, demonstrating that staff care for them and know them well. Parents are reassured.

Most children settle easily in a calm and caring atmosphere. Those that are momentarily upset are effectively comforted and reassured. Children with English as an additional language are supported well. Staff learn basic words in an individual's home language to aid communication, and a range of signs and symbols of languages from around the world is displayed at child height. There are plenty of positive images and resources of cultural or physical diversity. Activities are planned throughout the year to reflect local communities or the wider world. Books, puzzles and dolls familiarise children to a range of disabilities and challenge stereotypes. Children are encouraged to develop methods to keep themselves safe and show this by handling cutlery with care, by tidying toys so they or others don't trip, and by pushing chairs under tables when they leave the table.

Children develop confidence with number, shape and measurement as they stack bricks, use the sand timer or pour water. They challenge themselves to problem solve as they construct the train track or recall the position of a specific shaker. They answer questions that encourage the use of mathematical language, for example, when asked to describe items that are bigger or smaller, long or short. Children learn to recognise number through activities such as counting rhymes or computer programmes. Children are active and healthy because outside play is provided daily. They run round the garden, negotiating large play items such as climbing frames, tyres and a slide. They laugh and giggle as they confidently attempt to walk on pot stilts, practise throwing rubber discs and explore the feeling of shaped rubberised domes used as stepping stones.

Children learn to be kind to one another, to listen to each other and to respect each other's differences. Their social skills are reinforced as they sit together to eat lunch. They take turns to talk, listen to each other or chat to members of staff that sit with them. They learn about road safety with activities provided by The Traffic Club and are well prepared for emergencies as they practise evacuation routines each week.

There are clear, up to date procedures for reporting concerns and safeguarding children. There is an established child protection team which liaises with the Local Safeguarding Children Board. Senior managers have received recent training and staff know what to do should they have concerns about a child in their care.

Annex A: record of inspection judgements

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	Good
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Good

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	Good
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Good
How well does the setting work in partnership with parents and others?	Good
How well are children safeguarded?	Good

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Good
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	Good
How well are children helped to stay safe?	Good
How well are children helped to be healthy?	Good
How well are children helped to enjoy and achieve?	Good
How well are children helped to make a positive contribution?	Good
How well are children helped develop skills that will contribute to their future economic well-being?	Good

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

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.