

Taplins Day Nursery SGH

Inspection report for early years provision

Unique reference number 131615
Inspection date 25/02/2009
Inspector Alison Large

Setting address Southampton General Hospital, Tremona Road,
Southampton, Hampshire, SO16 6YD
Telephone number 023 8079 8778
Email
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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Taplins Day Nursery is one of two nurseries run by Southampton University Hospitals Trust and opened in 1998. It operates from a purpose built building, which is located on the campus of Southampton General Hospital in Southampton. The building is easily accessible to adults and children. The nursery provides care for children with parents working at the hospital. The nursery opens five days a week, all year round, from 07.00 to 18.30. The nursery is on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register.

The nursery is registered to care for 60 children under eight years. There are currently 130 children on roll. This includes 42 children funded for early education. Children are able to attend for a variety of sessions. The nursery supports children with learning difficulties and/or disabilities and those who speak English as an additional language.

There are 21 staff working with the children. Most staff have early years qualifications and two staff are currently on training programmes. The setting receives support from the Early Years Development and Childcare Partnership.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The nursery take effective steps to promote children's welfare, learning and development. Children of all ages are happy and confident and staff ensure that each child's individual needs are identified and met. Management and staff have begun to evaluate the provision to ensure areas to develop are identified and improvements ongoing. The good partnership the nursery has with parents and outside agencies ensures the nursery provides a fully inclusive environment.

What steps need to be taken to improve provision further?

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

- continue to develop systems of assessment and planning to fully support children's learning and development
- continue to develop the organisation of the indoor and outdoor provision, and the availability of resources to encourage children to initiate their own learning and to maximise their learning opportunities

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure Ofsted is informed of any significant events
(Safeguarding and promoting children's welfare)

31/03/2009

The leadership and management of the early years provision

Effective management structures are in place and communication with staff is good. Clear and robust procedures are in place for the recruitment and vetting of new staff and this ensures that all adults working with children are suitable to do so. Staff appraisals are carried out and the management monitor all staff on a day-to-day basis. They complete training plans for all staff, which enables them to identify future training needs. This forms part of the continuous improvement of the setting. Management and staff are developing a good understanding of the Early Years Foundation Stage (EYFS) to ensure a good level of care and learning are provided. However, Ofsted was not informed of a significant incident in the nursery, which is a breach of legal requirements. The systems for self-evaluation are being developed, parents complete questionnaires and in addition, the nursery gain views from parents verbally. The nursery has addressed recommendations from the last inspection and are in the process of developing planning, observation and assessment systems. All documentation is maintained to a good standard and is regularly reviewed, a comprehensive range of policies and procedures are in place to promote the welfare of the children.

The nursery work well with parents, carers and outside agencies. Good systems are in place within each room to ensure parents receive information about their child and the general life of the nursery and parents are invited to parents' evenings each year. The younger children have home link books, these are a two-way process where staff and parents write and share information about the children. Arrangements for safeguarding the children are good, effective procedures are in place and the managers and staff have a secure understanding of where to make referrals and their roles and responsibilities. Children's health and well-being is promoted by staff and the required documentation supports good practice.

The quality and standards of the early years provision

Staff plan activities for children in both rooms within the nursery and staff across the nursery conduct observations of the children. These are transferred into the children's individual records to inform of children's progress. The nursery have devised new planning and assessment systems in line with the EYFS which are still being developed across the nursery. However, at present daily planning does not identify how activities should be differentiated for the children to meet their individual needs and provide challenge. The staff throughout the nursery complete 'special books' for all the children, which contain samples of children's work and photographs of the things the children have achieved.

Children benefit from access to the outside area in all types of weathers. All children have regular access to the outside, which ensures they enjoy the fresh air and physical benefits of being outdoors. Staff make a good effort to ensure children have regular opportunities to play and learn both inside and outside. However, the organisation of the indoor and outdoor provision, and the availability of resources to encourage children to initiate their own learning still needs

developing further in line with the EYFS. Older children have many opportunities to become active learners, for example, they help care for the pets in the nursery. Children become excited and engrossed as they look at the land snails and are keen to explain how they have handled them and what it felt like. Children's knowledge of technology is developing well, the older children are able to take photographs with the digital cameras and enjoy taking pictures of each other whilst playing. They use the computer confidently and are able to print out their pictures. Behaviour is good and children talk about sharing and taking turns.

Babies and young toddlers enjoy being able to explore textures such as sand, painting using brushes or their hands or gloop. They are involved in their play, confidently selecting and exploring the resources. They touch, cuddle, shake and bang in an effort to understand the varied substances and toys. They are able to rest or be active according to their needs and sleeping children are monitored well by staff.

Children develop a good understanding of keeping themselves safe. They practise the emergency evacuation procedure and staff explain reasons for the safety rules to the children, such as why not to throw the sand in the air. This equips children with the understanding to keep themselves safe in the future. Staff gently remind children of the rules and staff across the nursery give children lots of praise and encouragement. The nursery recognise that all children have varying needs and staff build bonds with children and their families to ensure their individual needs are catered for. Children are able to access facilities, such as low level toilets and sinks, and become independent in their hygiene routines. Children enjoy the variety of healthy and nutritious meals and snacks provided, and develop their social skills as they chat together during meals. The nursery work closely with support workers and other external agencies. They are able to adapt resources and the environment, to meet each child's needs.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is 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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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 B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

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.