

Kings College Hospital Day Nursery

Inspection report for early years provision

Unique reference number

EY261387

Inspection date

24/06/2009

Inspector

Josephine Geoghegan

Setting address

Kings College Hospital, Mapother House, De Crespigny
Park, Denmark Hill, Camberwell, SE5 8AZ

Telephone number

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 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

Kings College Hospital Day Nursery (Mapother House site) opened in 2003. It operates from three rooms in a purpose-built building situated in the grounds of the Maudsley Hospital in Denmark Hill. Children have access to secure enclosed outside play areas. The nursery caters for children of staff who work for the Health Authority and is registered to care for a maximum of 67 children in the early years age group. There are currently 63 children on roll who attend for a variety of sessions. The setting currently supports a few children who speak English as an additional language. There are currently no children attending who have identified learning difficulties and/or disabilities. The group operates from Monday to Friday week all year round, from 07:00 until 18:30. A total of 19 staff work with the children, including the overall manager of all three co-nurseries based on the hospital site. All staff hold relevant childcare qualifications and they are supported by an administrator.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The needs of all children in the Early Years Foundation Stage are met well as the management systems, educational programmes and environment are organised effectively. Children are provided with a broad range of free-flow indoor and outside activities and outings that promote all areas of learning. Children are able to play in a clean, bright and welcoming environment where good systems are in place to keep them safe. High regard is shown to promoting inclusive practice through activities that enhance children's understanding of diversity, and care that relates to children's individual needs and abilities. Staff show a commitment to maintaining continuous improvement through systems of evaluation of the provision, including reviewing the policies and procedures, staff appraisal and working in partnership with parents.

What steps need to be taken to improve provision further?

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

- ensure evaluations and planning highlight any areas of learning that are not utilised by children regularly and incorporate these into future planning.
- ensure parents can access medication records about their own child without seeing those of other children.

The leadership and management of the early years provision

Leadership and management are strong as there are clear lines of governance and accountability, coupled with cooperative working with the two other co-nurseries on the site. For example, maintaining appropriate ratios, conducting risk assessments, evaluations of the provision and staff training needs are jointly managed and organised. In addition, good systems are in place to help safeguard

children. Children benefit from a safe and secure environment where the suitability of staff is continuously monitored. Staff have attended safeguarding training and benefit from the support of the hospital safeguarding board. All required documentation is in place and stored and retained appropriately, safeguarding children's welfare. The setting has taken positive steps to address all recommendations raised at the last inspection, making improvements relating to safety and aspects of learning and development. Staff show good communication as they work cooperatively, ensuring children are constantly supervised and their individual needs are met. Partnership with parents is effective as information is shared regarding their children's progress and they have good opportunities to be involved in all aspects of the provision.

The quality and standards of the early years provision

Children are making good progress in all areas of learning. They are supported well by staff who respond quickly to child-initiated play and help extend their learning. Children benefit from a good balance of free play and adult-led activities. Older children actively participate in the planning process, enabling their interests and developmental needs to be accommodated effectively. Strong key worker systems and team working enable staff who care for younger children to identify their learning needs and plan for their next learning steps. Staff working with older children are supported by an independent early years advisor regarding the implementation of their new system of assessing children's progress, enabling them to develop clear links with children's progress and the early learning goals.

Children have good relationships with staff. For example, older children freely approach staff, holding conversations and expressing their needs; younger children show strong attachments and demonstrate their sense of emotional security as they wake up happily and then confidently join in play. Children build positive social skills during relaxed mealtimes and benefit from clear expectations of their behaviour. Children are developing good writing skills. For example, younger children have good opportunities to make marks while older children use paint and drawing materials to create their own pictures that represent people. Some children add emergent writing, with clearly formed letters. Children are supported well in learning about letters and the sounds they make. They use books independently and show a keen interest in the story read by staff, answering questions and anticipating what happens next, developing good speaking and listening skills. Older children use language appropriately to express real and imagined experiences. Younger children's communication skills are enhanced as staff sit with the children at their level, making eye contact while using lots of repetitive language. Children develop their problem solving skills as they make good use of construction materials. They make patterns while using sewing cards and printing with paints. They show an awareness of number as they count independently and with staff. Children show a good awareness of time and place. Younger children learn about nature and living things as they grow sunflowers and all children participate in outings to local parks. Children have access to a good range of resources aimed at developing their knowledge and understanding of the world, although they do not use equipment that promotes their understanding of technology frequently enough. In addition, technology is not identified on recent

evaluation plans of children's learning. Children have good opportunities to develop their physical skills; they show confidence while using climbing apparatus and good coordination as they jump, hop and use a range of hand held tools. They show good spatial awareness as they use scooters appropriately with speed, manoeuvring around other children and apparatus. Younger children are provided with ample clear playspace, enabling them to crawl and develop their walking skills in a safe uncluttered environment. They show good coordination as they jump into the low level ball pool and use a variety of toys in the outside play area that help develop their physical control. In addition, children benefit from extra curricular activities such as sports and yoga, led by peripatetic teachers. Children use a range of paint, drawing and collage materials effectively, enabling them to develop their free creative expression. They develop their senses as they participate in cooking activities such as making fresh fruit salad. Younger children enjoy imitating while using tea sets, play food and phones, enabling them to re-enact real life experiences.

Children's welfare is safeguarded effectively as staff implement a broad range of policies and procedures that reflect the requirements of the Early Years Foundation Stage. Information about the setting is shared appropriately with parents, for example, displays, emails and letters keep parents well informed. In addition, parents actively participate in the life of the nursery during fundraising events, celebrations and festivals and decision making through the parents committee. Good systems are in place to ensure children's welfare is safeguarded in the event of an accident, emergency or if they become unwell. However, details of any medication administered are recorded on one page, limiting confidentiality as parents may see records of other children. Staff show regard to maintaining high standards of hygiene while changing nappies and through everyday routines such as hand washing and ensuring the toys and equipment are kept clean. Children enjoy the meals that are freshly cooked on the premises; their independence is fostered well as they make choices of foods they like. They have constant access to fresh water, ensuring they remain hydrated throughout the day. Good systems are in place to ensure children's dietary requirements are known and respected. Children are able to learn about cultures and beliefs through participation in activities and events relating to a variety of festivals. Books, resources and displays provide positive images of people in the community along with photos of children participating in activities, enhancing their self-esteem. Although no children presently attend who have learning difficulties and/or disabilities, good systems are in place to ensure their needs are met. For example, staff work closely with parents and outside agencies, following the procedures of the common assessment framework. Staff are consistent while managing children's behaviour; as a result, children are well behaved and respond positively to the daily routines. Children benefit from direct access to the enclosed outside play areas that are well equipped including fixed wooden climbing apparatus and sail awnings, creating a stimulating environment. Inside, children have ample play space that is well organised with resources stored at low level, enabling them to work independently. Children have access to a broad range of furniture and equipment that supports their physical care needs, such as appropriately sized tables, chairs, sleep and play equipment that are sufficient in quantity and suitable for their age and abilities. Safety is promoted well throughout the setting, for example, through good security

systems, regular risk assessments and appropriate fire safety equipment and regular fire drills.

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

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Annex B: the Childcare Register

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