



Wycombe Hospital Day Nursery

Inspection report for early years provision

Unique Reference Number	EY260985
Inspection date	30 November 2005
Inspector	Clare Louise Perry
Setting Address	Queen Alexandra Road, High Wycombe, Buckinghamshire, HP11 2TT
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Registered person	Buckinghamshire Hospitals NHS Trust
Type of inspection	Integrated
Type of care	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.

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?

Wycombe Hospital Day Nursery opened over 30 years ago and registered under The Children Act 1989. It operates from premises situated within the grounds of Wycombe Hospital in the centre of High Wycombe, Buckinghamshire. The nursery primarily serves children of staff employed by the Buckinghamshire Hospitals NHS Trust, but a small number of places are offered to children living in the local area if space allows.

The children are cared for in four main playrooms with toilet, kitchen and sleeping facilities also available. A secure garden area is available for playing outdoors.

There are currently 45 children from 6 months to 5 years on roll. This includes 16 funded 3 and 4-year-olds. Children attend a variety of sessions throughout the week. The setting has procedures in place to support the children with special needs and who speak English as an additional language, though none currently attend.

The nursery is open from 07.15 until 17.30 each weekday, all year round except Bank Holidays and staff training days.

Fourteen full-time and part-time staff work with the children, thirteen of whom have early years qualifications and one who is currently undertaking training. The setting receives support from the Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The children understand simple good health and hygiene practices, they wash their hands before and after meals and before cooking activities. The children demonstrate good independence skills; they show an ability to feed themselves from an early age. The children learn about healthy living during their activities and themes, they have been studying 'my body'. The staff maintain high levels of cleanliness during the day; they manage accidents, children who are unwell and medicine administration well. Documentation is generally good; however, some details are missing from accident records.

The children are well nourished; they enjoy nutritious cooked meals and a varied and balanced diet. These are either prepared by the hospital kitchens or provided by parents for children under one. Staff work closely with parents to fulfil their wishes and meets the children's health and dietary needs. The children enjoy their meals and are independent and sociable at mealtimes. However, opportunities are missed for the older children to be more involved at lunchtime and snack times, for example, serving their own food, pouring their own drinks and spreading toast.

The children benefit from the daily opportunities for fresh air and physical activity; playing outside in the garden or going for local walks or to the park. Their physical development is good. The children have access and are able to choose from a range of toys and resources. They run, chase and pedal bikes. They also enjoy ring games with staff support, for example 'farmer farmer'.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The children are cared for in a welcoming, well-converted and well-planned environment. It is child friendly and has recently benefited from a complete internal

re-decoration. Children's art work and photos of them at nursery are on display throughout the setting giving them a good sense of belonging. The children access and independently select from a good range of safe and suitable quality toys and equipment. These are regularly assessed to ensure they are suitable for purpose and meet safety standards.

The children have close supervision at all times. Staff maintain a safe and secure environment for the children through regular rigorous risk assessments and daily checks; identifying risks and minimising hazards. Children understand potential risk and dangers. They learn how to keep themselves safe; not running inside and taking care on the wet leaves outside.

The children are protected by the staff's good understanding of their role in the protection of children and an extensive policy in place to support and guide them with any concerns. Good security and collecting procedures ensure the children are protected from unvetted adults and sleeping children are carefully monitored.

Helping children achieve well and enjoy what they do

The provision is good.

The children enjoy their time at the nursery. They are happy, confident and well settled. They play enthusiastically with a wide range of toys and resources that promote their learning, such as, construction, books, puzzles, modelling, water play and easel painting. The children's development is enhanced because staff ask them many questions to encourage them to think and respond, developing their vocabulary.

The children are encouraged to be independent, for example fixing a broken road track or sticking items for themselves during a modelling activity. Children engage in conversation easily with adults and children. The children mix well with others throughout the nursery making positive relationships with supporting adults and each other.

The children behave well, they are beginning to distinguish between right and wrong, with staff providing consistent and effective behaviour management strategies; the children persistently tipping water from the water tray are asked to stop, when they do not they are diverted to another activity. The staff support children to negotiate and take turns, asking them to let others have a go and then to swap.

The nursery is in the early stages of incorporating the birth to three Matters framework into the setting and will start to incorporate it into their future planning. The framework supports children's learning and development in their earliest years.

Nursery Education

The quality of teaching and learning is good. The senior staffs knowledge of the early learning goals is good; the staff team plan an effective learning environment and programme of activities, they assess children's development ensuring they make good progress. However, written plans are not always clear; they do not clearly show

the intended learning outcomes or how activities and tasks are adapted for more and less able children. Assessments of the children's learning and progress is well organised. Records give a clear picture of what the children can do and their progress towards the early learning goals. They identify some areas for future development; but do not inform planning.

The children enjoy a broad range of activities and learning which cover all areas of learning. However, at times group sizing limits their opportunities to fully participate. They have a positive attitude to learning as they have opportunities to self-select activities within a stimulating environment. The children enjoy nursery and their activities, they show interest in what they do, ask questions, are confident and concentrate well.

The children excitedly participate in an activity making rock cakes. They are confident and talk freely about their home lives, such as new siblings. The children work well alone or in groups; they enjoy cooking activities as a large group happily sharing and taking turns to mix. However, opportunities are missed for all children to be actively involved.

The children concentrate and listen attentively to stories read by staff or narrated on the tape player. They enjoy using finger puppets to tell stories, for example, the three little pigs. Older children are able to identify their own name and sometimes those of others. They are also able to identify the sounds of some letters, particularly the initial letter of their names. The children are able to practise their emergent writing skills during role-play in the home corner and with staff support; they begin to write their own names.

The children recognise numerals to 5 and are able to count beyond 10; they carefully count their friends at registration time and compare the numbers of boys and girls. Children count spoonfuls of ingredients when making rock cakes, although opportunities are missed for them to do this independently and to use the scales to measure.

The children are learning about themselves and the wider world through themes, activities and discussions. They have regular opportunities to explore the local environment on visits to the local community, town and park. The children find out how and why things work, they regularly use the computer and interactive electronic toys.

Helping children make a positive contribution

The provision is good.

The children are treated, valued and respected as individuals; they are given appropriate praise and encouragement to enhance their self-esteem and confidence. The children are becoming aware of the wider society, they explore different world festivals, visit the local community and find out about families from around the world. They access a good range of resources and equipment, and see some pictures, to value diversity. The setting has effective arrangements to care for children with special education needs and for whom English is an additional language, although none currently attend.

The children behave very well. Staff act as good role models, constantly praising and encouraging children for their efforts and achievements. A reward chart and stickers are well used to reinforce good behaviour. Age appropriate positive strategies are used to manage any difficulties that may arise. The children and adults are encouraged to have mutual respect for one another. Children are included fully in the life of the setting, feeling a good sense of belonging. They are aware of their own needs and the needs of others. Spiritual, moral, social and cultural development is fostered.

The children benefit from good relationships and working partnerships with parents, which contributes to their well-being. Parents are encouraged to share all relevant information about their child when they join the nursery. A range of information, including policies and procedures are made available to them. The nursery operates an open house policy where parents are welcomed into the nursery at any time. Good daily information is shared between parents and staff either verbally for the older children or on written sheets for the babies. This ensures consistency of children's care.

Partnership with parents is good. Parents can discuss their child's progress with staff at any time and attend a twice yearly open evening. They receive good information about the provision, including some information on the educational programme, which ensures continuity of care and learning. Parents are also encouraged to be involved in their child's learning and asked to complete an entry profile on their child when they start in 'big's', in order to monitor children's progress towards the early learning goals. Displays and notices also keep parents well informed about children's activities and the curriculum.

Organisation

The organisation is good.

Staff have a high regard for well-being of all children, taking care to ensure they meet children's needs. Comprehensive recruitment and vetting procedures ensure children are well protected and cared for by staff with a good knowledge and understanding of child development. A very high percentage of qualified staff ensures children receive good quality care. The adult to child ratio positively supports children's care, learning and play helping children feel safe, secure and confident in all areas of their development. Comprehensive policies and procedures work in practice to promote children's health, safety, enjoyment, achievement and ability to make a positive contribution. The nursery keeps mostly accurate and detailed records.

Leadership and management are good. The management team, work together to ensure the children receive good quality care. They monitor the provision and staff effectively, through daily working and yearly appraisals. Although curriculum plans are not evaluated formerly to ensure the educational programme meets the needs of individual children. Staff development is encouraged and as a minimum, all staff have yearly fire training and two in house training days when the nursery is closed to children.

The management team work as good role models to lead their committed team and

ensure good outcomes for all children. There is a very good support structure in place for all staff including senior staff and good procedures for the sharing of roles, experience and expertise, ensuring a quality provision for children. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last care inspection it was recommended that the nursery ensure the interior of the premises were maintained in good decorative order. The nursery has since been completed redecorated. This ensures the children access a well maintained suitable environment.

At the last nursery education inspection the nursery were asked to extend the current planning of the educational programme to include specific reference to what children will learn in group work and in educational tasks and for plans to indicate how tasks will be adapted to meet the needs of the more and less able child. Some progress has been made in this area.

The nursery were also asked to develop the current assessment records to include an evaluation of each child's learning needs, thereby ensuring attainment and progress is sustained and planned for on an individual basis. Again some progress has been made in this area and the nursery have introduced some new assessment records which are beginning to show some evaluation of children's learning needs.

Complaints since the last inspection

There have been no complaints made to Ofsted since 1st April 2004.

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.

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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):

- extend opportunities to promote children's independence at mealtimes and during activities (also applies to nursery education)
- ensure records of accidents all show a date and time.

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):

- make improvements as indicated in the care section above
- develop planning further to ensure activity and group size are effective for the intended learning outcomes
- ensure group activities provide opportunities for children to fully participate and have sufficient tools to do the job

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