



Guys Hospital Staff Day Nursery

Inspection report for early years provision

Unique Reference Number	107440
Inspection date	21 March 2006
Inspector	Debra Davey
Setting Address	Henrietta Raphael House, St. Thomas Street, Borough, London, SE1 9RT
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Registered person	Guys & St Thomas Hospital 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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Guys Hospital Staff Day Nursery is run by the Guys & St Thomas' Hospital NHS Trust. The nursery provides day care for the children of staff employed by the Trust. It is open weekdays, 07:00 - 19:00.

The Nursery is registered for 42 children under 5 years. There is support available for children with special educational needs. Currently there are 42 children on roll, which includes 9 funded 3 year olds and 4 funded 4 year olds. One funded child has

English as an additional language.

The nursery is located in Henrietta Raphael House, which is adjacent to the main hospital. There are 4 separate group rooms, this includes a baby room, tweenie room, toddler room and a separate early years room for three to four year olds.

There is a staff team of 16, including the manager and a deputy, and 13 staff have Early Years Qualifications. There is a key worker system in place to support and monitor the progress of each child. Staff receive support from Southwark Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children learn about health and hygiene through the daily routine. For example, they are encouraged to wash their hands at appropriate times. Children receive good support to understand the connection between a healthy routine and maintaining good health through stories and useful discussion, for example when the dentist visits.

Children are well protected from infection because staff follow rigorous procedures to ensure this. For example, no outdoor footwear is worn in the baby room and staff wear disposable gloves when changing nappies. However, the nappy changing procedure is not displayed in the bathrooms. Children frequently approach staff for cuddles and receive sensitive support when toilet training. They clearly enjoy being cared for in a healthy environment where the key worker system is used well to nurture their emotional wellbeing.

Children's health and wellbeing is promoted through effective procedures followed by staff for the safe administration of medications and recording of accidents. All staff are appropriately qualified in emergency first aid to ensure that children are protected in the event of an accident.

Children enjoy healthy and nutritious snacks provided by staff, for example, cereals for breakfast and fresh fruit mid-morning. Overall though, main meals provided are not appealing and children appear disappointed when served. As a result they do not always eat what is offered and there is no alternative for likes and dislikes. However, special diets are catered for and the food is regularly monitored. Children are given drinks of water at mealtimes and for snacks. However, the system to ensure they have access to fresh drinking water outside of these times, is as yet, less secure.

Children develop their fine movements when self-selecting and using the equipment, assembling pretty models for Mothers day and completing complex puzzles. Children show that they are competent learners in need of very little physical help from adults as they use scissors, glue and paintbrushes. However, there are too few opportunities for more vigorous physical play both indoors and outdoors.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children arrive happily and settle quickly in a warm and friendly environment which is clearly organised into areas of learning. They have access to an extensive range of exciting and developmentally appropriate toys and resources which are well maintained for safety. Children's risk of accidents are minimised through effective procedures. Staff make regular assessments of potential risks from equipment, activities and outings. Older children know and understand how certain actions may cause an accident. For example, they know it is unsafe to run indoors, particularly for younger children whom they may bump into and hurt. There is a fire evacuation procedure in place which is practiced regularly with the children and recorded. Fire alarms are tested each week and fire fighting equipment is serviced annually.

Children's welfare is protected by the sound knowledge core staff have if issues relating to child protection. All staff have participated in training to make them aware of how to keep children safe from harm. There is a useful policy in place which includes procedures to follow in the event of an allegation against a member of staff.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children of all ages benefit from the sensitive support and positive interaction they receive to support play and learning. Children are able to learn at their own pace because staff plan topics and themes to capture their interest, such as animals or shapes.

For the main part of the day, babies under 1 year are cared for in a bright and inviting room with staff who are warm, caring and have a good understanding of their needs. As a result, babies are happy, well stimulated and secure. Children aged between 1-3 years are cared for in two groups in an open plan room. They participate in practical activities to support their individual development because staff get to know them well. As a result, children enjoy a range of malleable resources such as sand and play dough to promote their senses. They enjoy actions songs such as "twinkle, twinkle" and "wind the bobbin up" to stimulate their language and encourage good communication skills. Cooking is a popular activity throughout the nursery and the toddlers especially enjoy making pizzas by selecting toppings and chopping tomatoes and peppers. They are learning to make connections as they distinguish between the different ingredients and choose their favourite. Children benefit from the good use of the key worker system to ensure they settle well and staff monitor their development to ensure progress.

Nursery Education;

The quality of teaching and learning is satisfactory. Children are making generally good progress through the stepping stones to the early learning goals. Teaching involves a range of questioning techniques to extend thinking and learning with discussions stimulated by the use of topics and themes such as "My Family". Whilst

there is a good system of assessment to record children's achievements, the information is not used to inform planning, therefore, learning for older and more able children is not fully extended. However, the play areas are organised well to accommodate the different ways they learn. This enables children to successfully initiate their own play. Children behave well; they concentrate on activities of their choosing and listen attentively at story times. Children are confident when they arrive in the setting, they greet one another and staff enthusiastically. As a result, children engage successfully in co-operative play, for example, when they enjoy role play in the home corner. Some choice for the children is limited; such as whether to play indoors or outside.

Children communicate well and respond to staff questions during activities; they are able to predict what will happen next in a story. They make good progress in their writing, when writing their names on their own pictures, although displays indicate that they are not always asked to do so. They are learning to read in everyday play situations such as selecting from the menu's in the home corner; they learn the sounds that letters make through games such as sound lotto. Children learn to count with confidence when they play in the sand, counting items into buckets and sorting out shapes. They enjoy games of "bingo" with staff and show emerging skills of number recognition. However, there are too few opportunities for children to develop an understanding of simple addition and subtraction. Children develop their physical skills when freely selecting and using materials such as puzzles, small bricks, scissors and pencils. There are too few opportunities for planned physical play indoors and out to enhance children's large motor skills. Children learn about the natural world through growing bulbs in the garden and visits to parks and the zoo; discussions about the wider world are supported using books and photographs. Children learn about technology when using the computer and are able to explore their creativity through role play, art activities and regular cooking sessions.

Helping children make a positive contribution

The provision is good.

Children eagerly participate in useful conversations that enable them to learn to respect each others feelings, such as when talking about when they were babies. Children experience the value of their own culture and that of others through books, posters and topics. They benefit from trips to the local community to strengthen their awareness of the wider world.

There are arrangements in place to effectively support children attending with special needs. Such measures are useful to identify, monitor and support children. This includes a dedicated worker and links with the local authority. All children are fully integrated into the setting and staff get to know them well. As a result children are well behaved. They show emerging skills of negotiating and taking turns, for example, during creative activities when sharing glue and sequins. Children respond well to the praise and support of staff and enjoy fruitful conversations about their day.

Partnership with parents and carers is good. Parents receive useful information about their child through daily discussion, contact books and feedback from key workers.

They are able to participate in the nursery programme when invited to join in nursery festivals such as World food day. Regular child progress reviews are held to ensure that information regarding child progress is shared and written reports are provided for parents.

Overall, children's Spiritual, Moral, Social and Cultural Development is fostered.

Organisation

The organisation is satisfactory.

Children are comfortable and confident in a setting that is well organised to ensure that staff have a clear understanding of their roles and responsibilities. They are secure in an environment which fosters a loyal, hardworking and stable staff team who work closely together to ensure they provide good levels of care. However, the daily routine does not allow for babies to be cared for in their base room at the beginning of the day. This means that some children do not settle easily when parents bring them to nursery

All required records for children are in place along with a comprehensive set of policies and procedures. This includes a robust checking procedure for staff by the hospital personnel department. Induction training, regular staff meetings and individual supervision meetings are held to ensure that staff are well informed. A staff training day for the Birth to three matters framework is planned for next month.

Leadership and management of the setting is satisfactory. The manager has a clear vision and ethos for the nursery and plans well for future development. Whilst she has a secure knowledge of the foundation stage, the planning of learning opportunities needs to be extended to ensure that children are appropriately challenged. There is a strong commitment to improvement throughout the team, led by the manager, her deputy and the third in charge who work closely together. As a result, staff are keen to update their skills by attending regular training, including in house training. The staff team is well established and the majority have taken an additional responsibility to support their own and the nursery's development. The manager has a sound knowledge of the settings strengths and weaknesses and practice is regularly monitored and reviewed through the staff appraisal scheme.

Improvements since the last inspection

Improvement since last inspection has been good. At the last inspection there were no actions set but it was recommended that the provider ensure consistent procedures for the recording of visitors and improve the resources in the baby room. These issues have been addressed appropriately. For the nursery education, a key issue was set to improve the system of assessment of children's learning and this is now in place.

Complaints 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.

On 05 December 2005, a concern was raised under National Standard 7 - Health, that nappies are not changed regularly and the temperature in the nursery is too hot, under National Standard 8 - Food and drink, that food given to babies was not suitable and National Standard 3 - Care, learning and play, that music played in the Nursery was inappropriate and the way in which staff interacted with children was unsatisfactory. We visited the Nursery and discussed the allegations, relevant paperwork and policies and procedures were also checked. No further action was taken and the provider remains qualified for registration.

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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):

- improve the quality of meals provided for children to ensure that they are well presented and age appropriate
- ensure that children have access to drinking water throughout the day.
- ensure that procedures for nappy changing are clearly displayed
- provide a range of planned opportunities to foster children's physical development (also applies to nursery education)
- review the organisation of the daily routine to ensure that babies are cared for in small groups with their peers.

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 use of information gathered from child assessments to inform planning in order to ensure that children are appropriately challenged and all areas of learning included.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk