



Taplins Day Nursery SGH

Inspection report for early years provision

Unique Reference Number	131615
Inspection date	25 January 2006
Inspector	Alison Jane Kaplonek
Setting Address	Southampton General Hospital, Tremona Road, Southampton, Hampshire, SO16 6YD
Telephone number	023 8079 8778
E-mail	
Registered person	Southampton University Hospital 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?

Taplins Day Nursery opened in June 1998. It operates from a purpose built building which is located on the campus of Southampton General hospital in the west of the city of Southampton. The nursery enables staff at the hospital to access full day care for their children. It is run by Southampton University Hospitals Trust.

The registration is for 60 children under 8-years, of whom 36 may be under 3-years. There are currently 117 children on roll from 0 to 8-years. This includes 29 funded 3

and 4-year olds. Children attend for a variety of sessions. The nursery supports children with special needs and those who speak English as an additional language.

The nursery opens six days a week, all year round, from 07:00 to 21:30.

There are 14 full-time and 5 part-time staff work with the children, of these 12 staff have early years qualifications and 4 staff are currently on training programmes. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children play an active part in keeping themselves healthy by independently taking themselves to the toilet and washing their hands. They are provided with individual hand towels to avoid the spread of infection. Babies and toddlers are well protected by staff who follow effective procedures and practices; such as, wearing gloves while changing nappies and ensuring that each child has their own cot sheets. Staff effectively record any accidents or administration of medicines and consult with parents about the children's health and dietary needs. All staff have training in first aid.

Children are well nourished and enjoy a varied range of food each day which includes a hot midday meal, provided from the main hospital kitchen. They benefit from a selection of healthy snacks and easy access to drinking water. Older children confidently pour their own drinks and help themselves to their own labelled mugs, which they enjoy selecting.

Children develop a good range of skills during their physical play. They enjoy their outdoor time in the garden when they can access a good range of equipment which enables them to practise skills; such as, climbing, peddling, pushing and balancing. The older children also confidently use a good range of small equipment to increase their manipulative skills; such as, scissors, pencils and sharpeners and are gaining in control and co-ordination.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children are well protected from harm by the use of efficient safety procedures which are built into the well planned daily routine and shared with parents, enabling them to play and learn in a very secure setting. Risks of accidents or injury are minimised as staff carry out regular visual risk assessments on the premises, resources and equipment.

Children access good quality equipment which is appropriate to their age and stage of development. Specific attention is given to any children who may have special

needs or English as an additional language and sensitive adult support and individual education plans enable them to take part in the activities in safety. Children are effectively involved in protecting themselves from harm. They are spoken to regularly about risks and consequences; for example, what could happen if they run inside the nursery, allowing them to gain knowledge about how to protect themselves from harm. Within this very safe environment, children are able to achieve a balance between the freedom to play and setting their own safety limits.

Children are well protected by staff and management who have a good understanding of child protection policies and procedures, which link in to those practised within the hospital, and they give priority to ensuring that children's care and welfare are of paramount importance.

Helping children achieve well and enjoy what they do

The provision is good.

All children are provided with a wide range of activities which support learning in all areas. These are closely linked to the Birth to three framework and the Foundation Stage curriculum. Babies and younger toddlers freely access resources which are stored at their own level; such as, shakers or construction bricks. Children frequently ask questions as they play and the staff respond and interact well. Frequent encouragement and praise promotes confidence and self-esteem enabling children to take a positive and active role in their own learning. There is a good balance between planned and child initiated learning, for both younger and older children. Activities planned cover all areas of learning whilst allowing time for children to make choices during free play times.

Nursery Education

The quality of teaching and learning is good. Children are making good progress in all areas of learning because of the staffs knowledge of their individual needs. Staff provide an environment where children have a choice of practical activities and are learning through both adult and child led play. As a consequence, children can progress at their own pace. Children's work is valued and used for display purposes, providing a colourful and stimulating environment. Children benefit from staff who have a good understanding of how children learn and extend their learning using positive teaching and questioning. Children are provided with a calm learning environment where they feel secure and able to interact well with adults and enjoy their learning. Plans cover all areas of learning and are linked to the stepping stones, although they are not extended using more structured activities for the older or more able children, who may sometimes lack challenge. Although the staff know the children well, some assessment records are not fully completed.

Children are extremely confident speakers using language to initiate and organise their play. They confidently ask questions of adults and often use language to explain what they are doing. They enjoy and know how to use books and concentrate well when listening to stories. Some children are beginning to be able to recognise their names on their cups. All children use marks to represent their ideas and some children are beginning to write recognisable letters and even their names.

Children take part in a good range of games and activities to develop their number skills and many count and are beginning to recognise numbers to ten. They know how many potatoes they can have at lunch time and carefully count these out onto their plates. Children use mathematical language; such as, longer and shorter and talk about shape, size and quantity during planned and routine activities. They learn about problem solving through practical activities such as giving out the plates at lunch time.

Children regularly explore and investigate; for example, when using magnifying glasses out in the garden to look at insects or when constructing with dough. They design and make using a variety of construction materials. There are opportunities for children to use information technology to support their learning and many confidently complete simple programmes on the computer. Children use their imaginations well in various play situations; for example, during role-play, when mixing paints or designing and making during art and craft work. Children talk about themselves and their families and are learning about the customs and cultures of others.

Helping children make a positive contribution

The provision is good.

Children are fully included in the life of the setting. They all settle well and enjoy their time at nursery independently accessing the toilets and washing facilities and confidently selecting resources and requesting others. The older children dish out their own lunches and help to tidy up. Staff know the children well. They ensure that all children are valued and that their individual needs are well met. They respond and communicate with both the babies and older children at their own level, often sitting on the floor while playing games. Children with special needs or English as an additional language are provided with extra support and have individual education plans.

Children benefit from clear rules and daily routines. Staff frequently praise and encourage good behaviour and positive achievements such as "good lining up" or "good team work". As a consequence the children all behave well. Children are gaining an awareness of the needs of others when learning about a variety of festivals and customs; such as, Chinese New Year or Holi. They have access to a selection of resources which promote equality of opportunity. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. Parents are kept very well informed about the policies and procedures, topics and activities provided, through parents packs, regular newsletters and clear information boards. Babies and toddlers take home a daily diary providing information about their day. Parents feel able to approach staff and discuss their child's care and welfare. They agree a number of procedures with staff such as the administration of medicines, but do not give written permission for staff to take photographs. They are provided with information about the nursery topics, but some would like to be more involved in their child's learning; for example, being provided with ideas as to how they can extend activities at home.

Organisation

The organisation is good.

Children are extremely well settled and happy in the organised environment. They are cared for in very secure, and welcoming purpose built premises where staff are appropriately checked and qualified. Staff all work directly with the children, are well deployed and understand their roles and responsibilities, ensuring that children's individual needs are well met.

All essential records such as children's detail forms are kept for each child and shared with the parents, ensuring that children's welfare and care are of a good standard. Staff work well as a team, organising and sharing duties amongst themselves. They know which children are due in each day and complete daily registers each time.

Leadership and management is good. There is a clear leadership structure within the nursery and managers have the support of line managers who work in the hospital. Staff turnover is low within the nursery, and all staff and management are committed to providing care and education of a good standard. They ensure that evaluation is carried out during regular staff meetings. All staff receive regular appraisals to identify their training needs, and there is an induction procedure for new staff.

A good range of policies and procedures which are shared with both staff and parents, means that the nursery meets the needs of the range of children for whom it provides care and education.

Improvements since the last inspection

At the last inspection the nursery were asked to develop the registration system further to include the number and names of children and staff present, in both areas of the nursery, at any given time. Registers now accurately show which children and staff are present in all areas of the nursery.

The nursery were also asked to ensure that babies had opportunities to experience books and more regular play in the garden and that children under 2-years had more physical contact by the carer when being bottle fed. There is now a book corner in the baby and toddler room, and staff look at books with the babies. They take them into the garden to play or out for walks in the local area. The babies are now being cradled by staff whilst feeding.

The nursery were also asked to implement a planning and monitoring system for the Foundation stage curriculum to ensure that all funded children receive sufficient challenge in their learning opportunities, particularly in the areas of Maths, Communication Language and Literacy, Physical development, and Creative development. The planning system has improved and links closely to the next steps in children's learning. However, some older or more able children are still not challenged effectively.

The nursery were asked to increase the opportunities for children to make choices and express their own thoughts when taking part in play activities, particularly during creative activities and when designing and making using tools. Children now have much easier access to resources and although some creative activities are still adult directed to link to topic work, children also have the opportunity to paint and be creative while using their imaginations. They also have permanent access to tools for mark making and drawing.

The management and staff were asked to evaluate and improve the organisation of the daily routine and accessibility of resources to ensure that children can make best use of all learning opportunities. Children move more freely around the environment and can access many resources. The daily routine is used to encourage independence and counting; for example, while lining up or looking for their own cups.

The last issue identified during the previous inspection was the use of everyday routines to increase the opportunities for children to learn the sounds and shapes of letters, recognise numbers and begin to solve simple number problems, using mathematical language. Children use everyday routines to recognise their names and letters on their mugs or on the labels on equipment. They problem solve when lining up, counting the number of children and numbers of cups or plates needed at meal times.

Complaints since the last inspection

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.

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 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):

- ensure that written permission to take photographs is obtained from parents and that they are fully involved in their children's learning.

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):

- continue to develop the planning and assessment system for the Foundation Stage curriculum to ensure that all children receive sufficient challenge in their learning.

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