



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY268854

DfES Number:

INSPECTION DETAILS

Inspection Date 13/09/2004
Inspector Name Mauvene Burke

SETTING DETAILS

Day Care Type Full Day Care
Setting Name St. Thomas' Day Nursery
Setting Address Gassiot House Lambeth Palace Road
London
SE1 7EH

REGISTERED PROVIDER DETAILS

Name Guy's and St Thomas' Hospital NHS Trust

ORGANISATION DETAILS

Name Guy's and St Thomas' Hospital NHS Trust
Address Corporate Personnel
1st Floor, Counting House
Guy's Hospital, St Thomas' Street
London
SE1 9RT

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

St Thomas' Day Nursery opened in 1989 and is run by the Guy's and St Thomas' Hospital NHS Trust. The nursery moved to the present premises in 2003. It operates from three rooms, the largest of which is divided into three separate areas. The premises is a purpose built building located in Gassiot House on the hospital site. It provides care for children whose parents work for the Trust.

There are currently 75 children from 0-5 years on roll. This includes 15 funded three-year olds and 8 funded four year olds. Children attend for a variety of sessions. There are currently no children attending with special needs or who speak English as an additional language.

The nursery opens five days a week all year round from 07:00hrs until 19:00hrs.

Twenty-Two full-time staff work with the children. All the staff have early years qualifications to NVQ level 2 or 3. The setting receives support from a mentor from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

The St Thomas' Day Nursery provides good quality care to children.

Staff are clear about their roles and responsibilities and work well together to ensure the smooth running of the day. The staff attend regular training courses such as First Aid, Health and Safety and Child Protection some of which are organised by run by Early Years Childcare Partnership to update their knowledge and skills, not all staff have had training in Special Educational Needs. Children are grouped according to their age and accurate records of children's and staff attendance are in place. Attention is needed for the recording of visitors to the nursery.

The children are safe and well cared for in a secure environment. Staff are vigilant to ensure safety of most areas is maintained. Appropriate hygiene procedures help to protect children from illness and infection, resources and good staff procedures are

in place to support this, children show growing independence in using the bathroom and washing their hands. Staff have a clear understanding of their responsibilities towards the children in their care and the action they need to take to protect children from any child protection concerns. A well balanced diet is provided, and all dietary requirements are catered for. Menus are displayed in all rooms for parents.

The children have access to an excellent range of toys and resources. Children in the "Toddler" room play extremely well together and have access to an environment which enables them to express themselves creatively. The children are interested in their activities and are happy and content in the nursery. The staff are good role models and encourage positive behaviour through praise and encouragement.

Partnership with parents is very good. Parents are kept up to date with their children's progress through daily record sheets and verbal communication. Records are stored securely and confidentiality is maintained.

What has improved since the last inspection?

N/A

What is being done well?

- There is a wide range of good quality play resources and materials which is used by staff to meet the needs of the children effectively.
- Provision for the children in Toddler Room is very good. Staff give excellent attention to ensuring the children are able to express themselves creatively. They plan activities well to give children interesting experiences.
- Space is organised well to provide children with easy access to a range of resources.
- Staff manage children's behaviour positively according to their age and level of understanding. Children are very well behaved and staff offer consistent praise and encouragement.
- There is excellent written information available about the nursery with clear policies and procedures. The written procedures reflect the staff's practice which ensures that children are well cared for.

What needs to be improved?

- a record of all other people (visitors) on the premises
- safety, to ensure children have no access to electric sockets
- staff's understanding of special educational needs.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?**The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
2	Provide a visitors book
10	Ensure staff receive appropriate training on the Code of Practice and other aspects of special need.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

St Thomas' Day Nursery provides a generally good educational programme. Children are learning through a balance of planned practical activities. They are making very good progress in personal, social and emotional development and Knowledge and Understanding of the World.

The quality of teaching is generally good. Staff have created a very warm and interesting environment in the nursery and they work well as a team. Children are very friendly and lively and behave well. Staff plan a wide range of adult led art activities, children have few opportunities to be spontaneously creative and initiate their own ideas. Staff have a good understanding of the foundation stage and how children learn. They plan interesting activities and evaluate children's learning. Planning does not clearly identify what children will do next. This results in missed opportunities to ask questions to extend children's language and thinking and a lack of challenge for some children for example in outside play and mathematics.

Leadership and management is very good. The manager is committed to improving the programme she takes good action to identify and develop areas of weakness, such as a quality audit assessing the interaction between the staff and the children and the activities provided. Staff are encouraged to extend their existing skills. The good deployment of staff helps children to feel secure within their environment.

Partnership with parents is very good. They are welcome to speak to staff on a daily basis. Parents are provided with useful information about the setting and positive comments were received on the parent's questionnaires and by parents interviewed at the time of the inspection.

What is being done well?

- Children make particularly good progress in personal, social and emotional development and Knowledge and Understanding of the World.
- The manager continually monitors the strengths and weakness of the nursery.
- Partnership with parents is very good and staff work very hard to inform parents and carers of their children's development, achievements and progress.
- The staff manage the children's behaviour well. Children understand what is right, what is wrong and why.

What needs to be improved?

- teaching, with greater emphasis on staff questioning the children to extend their language and mathematical thinking
- the use of resources to increase children's understanding of problem solving and calculating.
- some of the teaching methods during art and craft activities, with the aim of reducing the pre-prepared art and craft art work, to allow children to be more spontaneous and imaginative.
- more challenges for four-year olds during physical activities.

What has improved since the last inspection?

The nursery staff has made generally good progress since the last inspection. They have reviewed the planning system to ensure there is a check on the balance and coverage of the six area of learning. The pre-school room is now set out in definite areas of learning enabling children to move around freely and choose own activities.

The staff have provided more opportunities for children to explore writing as part of their role play, books with lined pages, diaries, pens etc., are available for children to use in this area.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children confidently express their own needs and relate well to each other. Children are interested in their play. They are developing their personal independence through selecting resources, cleaning up after themselves and using the bathroom. Children are learning right from wrong and they show concern for one another. Staff have clear expectations for behaviour. Children are learning to take turns and to share.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children speak with ease in familiar groups and are able to express their thoughts and feelings. Staff provide some activities for children to write for a variety of purpose but opportunities to support this learning in practical activities are not sufficiently exploited. Children can recognise their name and some four year olds are attempting to write their names with recognisable letters, which are generally formed correctly. Children listen to stories and handle books with enjoyment

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children' counting skills are developing well and they can count up to ten and beyond. Children learn to use numbers in practical activities and have a good understanding of the concept of shape and can recognise shapes within their own environment. There are limited practical opportunities to help older children problem-solve and calculate. There are some lost opportunities for staff to extend children mathematical language during the activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are able to build and construct using a wide range of materials and tools. Children are beginning to understand information technology through the use of computers tape recorders and telephones. Well planned activities and outings offer the children lots of experiences to learn about their community and the wider world.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children can jump, crawl and balance and move around safely and confidently. Limited challenges are available for more able children and few opportunities for children to be involved in well-planned outdoor activities. Children confidently use a range of small and large equipment such as scooters, balls, hoops, forks and pencils. They show an awareness of space around them both indoors and outdoors.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children have lots of opportunities to explore role play, colour, shape and texture and form in two and three dimensions. Children learn about a wide range of creative techniques through structured art activities, but organisation of craft resources limits opportunities for children to be spontaneously creative and use their own initiated ideas.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- teaching strategies to ensure staff provide more challenges to extend mathematical thinking such as problem solving, calculating and extending children's language through practical activities
- review teaching methods during art and craft activities, with the aim of reducing the pre-prepared art and craft art work, to allow children to be more spontaneous and imaginative
- provide a more challenging physical programme for four-year-olds.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.