



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 139155

DfES Number: 583698

INSPECTION DETAILS

Inspection Date	25/03/2004
Inspector Name	Jeanette Susan Brooks

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Harefield Hospital Day Nursery
Setting Address	Royal Brompton & Harefield NHS Trust Hill End Road Harefield Middlesex UB9 6HJ

REGISTERED PROVIDER DETAILS

Name	Royal Brompton and Harefield NHS Trust
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ORGANISATION DETAILS

Name	Royal Brompton and Harefield NHS Trust
Address	Hill End Road Harefield Middlesex UB9 6HJ

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

Harefield Hospital Day Nursery has been registered since 1993. It operates from a self contained building within the grounds of Harefield Hospital and offers a service for hospital staff only. The nursery has three group rooms; a baby room, a toddler room and nursery room. There is access to outside play space from each of these rooms.

There are 34 children on role. This includes five funded three year olds and two funded four year olds. Children attend a variety of sessions. The setting supports children with special needs and children who speak English as a second language.

The nursery is open all the year round with the exception of Christmas and Easter bank holidays. Opening hours are from 07:00 to 18:00 from Monday to Friday.

They have 11 staff working with the children and all have an early years qualification.

The nursery works closely with it's sister nursery at the Royal Brompton Hospital.

How good is the Day Care?

The nursery provides good care for the children.

The staff are effectively deployed throughout the nursery, this promotes consistent care for the children. Staff create a welcoming environment for parents and children. The nursery has an excellent range of policies, procedures and recording systems, that ensures the safe and efficient management of the provision. However, the attendance registering procedure needs to always include the times of attendance. In each area of the nursery a wide range of toys and activities are offered, giving the children good play opportunities suitable for their age and stage development. Children do not have active play outside all year round.

The safety arrangements for the nursery are regularly reviewed and detailed risk assessments are well monitored, giving children and staff a safe environment. Staff

implement a clear medication procedure and the sick child policy is made known to parents. The nursery have good hygiene practices, but need to ensure that all aspects of the nursery promote these.

Staff in each room are responsible for planning the interesting activities and themes, that are available to the children. Staff keep detailed individual records based on the observations of the children, which is then used for assessment of their future needs. Staff listen and speak to the children with respect. They give children praise and support, encouraging them to be well behaved and independent.

Parents are kept very well informed of their children's progress and are supplied with detailed information about the nursery. Parents are encouraged into the nursery to ensure their child is settled and any information about the child is shared.

What has improved since the last inspection?

At the last inspection the provider agreed to implement some hygiene and safety actions. The perimeter of the building is now free from hazards; all fire extinguishers have been checked and the hazardous outside sandpit has been removed, ensuring all areas of the nursery are safe for the children.

The procedure for complaints has been revised to include details of the regulator and ensures parents are aware of all the steps they can take.

What is being done well?

- All staff take an interest in what the children are doing and saying, offering them good conversations and extending their language. The children are given support when it is required and encouraged to be independent in all the play opportunities and activities. Baby room staff use every opportunity to interact with the babies, keeping them busy and stimulated.
- In each room toys and activities are well presented, allowing children easy access to make choices. Staff's planning ensures children have a balanced range of play opportunities throughout the day. They allow flexibility by responding to children's requests and their individual needs.
- Parents are kept informed about their child through daily written records, regular meetings and discussions with the child's key worker. Weekly plans and menus are displayed in each room for parents to raise any concerns they may have and for them to be fully aware of what their child will be doing. Any important information on the welfare of the nursery and the children is shared verbally and with displayed notices.
- The staff make good use of praise with the children. This encourages the children to be helpful, calm and carry out acts of kindness to each other. Staff are consistent in their management of the children's behaviour and will work with the parents on any behaviour difficulty that may arise.

What needs to be improved?

- The register to include hours of attendance
- hygiene practices to be promoted in all areas of the nursery.

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
3	provide children with active outside play all year round
7	ensure hygiene practices are promoted in all areas of the nursery

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

How effective is the nursery education?

The education offered at Harefield Hospital Day Nursery is very good and of high quality.

Children make very good progress in most areas of the curriculum, however as the outdoor area cannot be used safely in the winter months this reduces opportunities for vigorous physical play and development. Children are independent learners who are confident, motivated and enthusiastic. They persist at activities for extended periods and explore independently. Warm and caring relationships between staff and children creates a calm and positive learning environment.

The quality of teaching is very good. Staff have a very good understanding of how children learn, the foundation stage and the stepping stones which enables them to deliver a good quality education programme. Good use of resources, teaching techniques and questioning extends children's thinking and learning. Continuous monitoring and adaptation ensures the high quality education programme is maintained.

The leadership of the group is very good and is supported by effective management and communication systems. Clear vision and commitment to providing a high quality service is evident in all areas of practice, this is supported well by self assessment and ongoing improvement. The staff team work well together to ensure that children receive high quality care and education. Staff are valued and there is a strong commitment to ongoing professional development.

Partnership with parents is very good. Good quality information about the setting and the curriculum is easily accessible, parents are well informed about children's achievements and progress. Parents speak highly about the setting, they enjoy good relationships with staff and are extremely satisfied with the educational progress their children make due to the wide range of activities and opportunities to learn about other cultures.

What is being done well?

- The leadership and management of the setting is very good. Comprehensive management systems and a strong commitment to quality are evident in all areas of practice.
- Regular access to training and a commitment to professional development impacts positively on children's learning experiences by continually improving the quality of teaching.
- Staff have created a learning environment which is rich and stimulating. Good support for children and a wide range of teaching techniques are used to encourage learning as children explore and investigate a wide range of

experiences. Children develop skills across the six learning areas and make very good progress.

- Resources and materials are well organised to enable children to operate independently, have some autonomy in their learning and promote good confidence and self esteem.
- Adults use detailed observations of children to plan around what children know and can do, setting appropriate challenges and goals across the curriculum at appropriate points in their individual development to promote good progress.
- Partnership with parents is very good. Relationships are warm and there is good sharing of information and records to create a positive experience for parents, children and staff.

What needs to be improved?

- opportunities for children to experience the outdoors and vigorous physical play.
- physical challenges to enable children to develop a wide range of skills; coordination, spatial awareness, negotiating obstacles, moving and stopping under control.

What has improved since the last inspection?

Five key areas for improvement were highlighted at the previous inspection. A good quality, thorough action plan was devised to address each issue in the short, medium and long term. The action plan has been effective in making changes and improvements to all areas.

Improvement was required to staff knowledge and understanding of the stepping stones and early learning goals to enable planning to reflect individual needs; changes in staff and ongoing training have ensured that staff have a good understanding of all elements of the foundation stage and children's needs are met.

Interaction and behaviour management were highlighted as a weakness; clear boundaries are in place, rules are formulated with the children, techniques to manage behaviour are positive and consistent with policy. Interactions between staff and children are good.

Assessment and planning systems required development; planning has been refined to clearly detail learning intentions across the curriculum areas. Outcomes are monitored and evaluated regularly to ensure that appropriate goals are set to meet individual needs.

The programme for mathematics was identified as weak; structured and impromptu situations are used well to introduce and reinforce mathematical concepts, children are making very good progress.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children are enthusiastic, motivated, attentive and concentrate well. Good support and attention from staff fosters their self esteem and confidence; children freely initiate conversations, share discoveries, describe their feelings and express opinions. They model respect and care shown by adults, enjoy good relationships and work cooperatively with their peers. Good independent access to a range of resources is encouraging them to exercise autonomy and independence in their learning.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Good use of activities and spontaneous situations enables frequent introduction of language and vocabulary, children are very articulate and express themselves well. Good attention is paid to linking sounds and letters. Children have daily exposure to reading materials and good use is made of labelling to stimulate interest. Children recognise and confidently attempt to write their own names, forming and naming many letters correctly.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Planned activities and everyday situations are used very well to explore number, colour, shape, quantity and position. Children compare, estimate and predict routinely. Children can count and recognise numerals to 15 and beyond confidently. More complex skills such as calculating are introduced through practical activities and children have some opportunities to record mathematical findings. Children have a good command of mathematical language.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Staff offer good opportunities to investigate and explore independently and through planned activities. Children formulate questions and solutions about living things and technology, staff extend their thinking and knowledge well. Children are developing design and making skills with a range of materials. Simple computer programmes are used to good effect, children use these competently. There are good opportunities to explore cultures and beliefs and develop a positive sense of self.

PHYSICAL DEVELOPMENT	
Judgement:	Generally Good
Children have good hand eye coordination, dexterity and manipulation skills. They competently and safely handle a wide range of tools and small equipment. Opportunities for vigorous physical play and challenge are limited as the garden area is not safe to use in the winter months, although staff do take children on regular walks to experience outdoor life and provide regular music and movement sessions.	

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children have plenty of time for independent exploration of colour, shape, texture and space and very good opportunities to access materials spontaneously. The rich, well equipped environment stimulates diverse imaginative role play. Children are able to negotiate and act out storylines, adults skilfully extend imaginative play. Children respond with pleasure to songs and have independent access to musical instruments.	

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

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- Increase opportunities for children to experience the outdoors and vigorous physical play. Improve physical challenges and enable children to develop a wide range of skills, for example coordination, spatial awareness, negotiating obstacles, moving and stopping under control.

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.