

Trust Taplins Childcare

Inspection report for early years provision

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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Trust Taplins Childcare Nursery, Crèche and Holiday Play scheme has been registered since 2004. They are located at the Western Community Hospital in the Millbrook area of Southampton.

The settings are run by the Southampton University Hospital National Health Service Trust. The nursery serves the local community and NHS employees. The crèche and play scheme serves the local community, NHS employees and candidates accessing the training centre. The nursery is part of the Neighbourhood Nurseries Scheme and Sure Start Initiative.

The provision is registered on the Early Years Register, as well as the compulsory and voluntary parts of the Childcare Register. A total of 120 children under the age of eight may attend the settings at any one time.

The nursery and crèche operate from Monday to Friday from 7am until 6.30pm, for 52 weeks of the year, except for public holidays. The holiday play scheme runs during each school holiday from 8am until 6pm each weekday

There are 27 full time or part-time staff who work with the children; most of these have relevant early years qualifications at level three or above.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The children at Trust Taplins enjoy a very close relationship with their key workers and other staff, who are skilful in helping them make good progress in their learning and development. The setting supports every child so that no child is disadvantaged, whatever their background or ability. The setting works in very close partnership with parents and other professionals to ensure that each child's individual needs are well met and their welfare is fully promoted. The setting has made extremely good progress since the last inspection and has effective strategies in place to monitor and evaluate the quality of the provision that is offered.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop the knowledge and understanding of all staff in the procedures that are taken if child protection issues are raised
- ensure that more regular fire evacuation drills are carried out, and the details

recorded in a fire log of any problems encountered and how they were resolved

The effectiveness of leadership and management of the early years provision

The setting is well organised by a very well-qualified, dedicated and experienced senior team. They ensure that all the records, documentation, policies and procedures that are necessary for them to efficiently manage the provision and promote the Early Learning Foundation Stage are well kept and are shared with parents as necessary. Good safeguarding procedures are in place, most staff are aware of the procedures to be followed if child protection issues arise and are very confident in the steps they would.. However some staff are not fully informed of the procedures that the setting uses. All staff are fully vetted and take part in appropriate induction procedures. Many have up to date first aid certificates and they all attend annual safeguarding refresher training. The staff are mostly well qualified.

The nursery, crèche and holiday play scheme are all very welcoming. The spacious premises are well maintained attractive and child-centred. The setting opens up onto attractive and well resourced outside play areas which the children can easily access. Older children in the nursery can freely choose to play in the garden for the majority of the day if they wish, helping them develop a positive attitude towards fresh air and exercise. The premises have undergone thorough risk-assessments, all potential hazards to the children have been identified and minimised. Hence, children play in safety. The playrooms are all very well organised to promote the children's independence and to meet their needs; for example, throughout the nursery the toys are stored so that the children can easily develop confidence in initiating their own play and there are quiet areas for resting and sleeping. All necessary health and safety policies are in place. The staff and children practise how the premises are evacuated in an emergency, but these procedures are not carried out regularly. Hence, children do not learn how to keep themselves safe in the event of a fire.

The setting works in very close partnership with parents and carers and any other professionals that the children might use, such as speech therapists or social workers. This is to ensure that any special needs that the children may have are effectively met. Parents are well informed about their children's activities and achievements; there are daily diaries for the younger children which the key workers fill in each session. Parents are invited to parents evenings, can always see the records that are kept on the children's progress, and have very informative notice boards and displays. There is a digital photo frame in the reception areas displaying photos of the children at play.

The setting is continuously striving for improvement. Staff have set clear targets for future improvement and use self-evaluation and parents' feedback to help identify areas of strength or weakness.

The quality and standards of the early years provision and outcomes for children

The children are making very good progress in their learning because they are very well supported by the staff, especially their key workers. They have good opportunities to take part in a wide range of interesting, well-planned and worthwhile activities. The staff continually observe the children during their play, note their interests and then plan activities that will further extend and enhance these. They use the observations they make in the children's learning stories to plan an appropriate next step for each child helping them move forward on an individual basis. These records go with the children as they progress through the nursery. Each play room is set out to promote the six areas of learning and the children are able to explore all the resources freely. During the day key worker times offer more focused activities that are planned to help individual children move forward in all of the six areas of learning. These structured activities often take place outside in the well-equipped gardens. Children enjoy creative activities, for example, the babies enjoy exploring yellow and orange paint with their hands and brushes. A visiting teacher helps the children to explore music and movement in 'wriggly jiggle' sessions. The good adult:child ratios used ensure the children have lots of adult support and interaction. The adults continually talk to the children, question them, read stories and sing rhymes encouraging the children's communication skills. The setting has a well-qualified Special Needs Coordinator (SENCO) in place, who ensures that all children are helped to learn and develop as well as they can. She seeks advice and information from outside agencies as necessary.

The children are learning very well about good health and healthy lifestyles. Children are provided with nutritious and varied meals and snacks throughout the day. Any special dietary needs are noted and carefully observed. The children can access drinking water whenever they wish. Staff offer babies drinks during their play. The staff ensure the babies' regular routines for play, rest and meals are always catered for in line with parents' wishes, and good nappy- changing procedures are used. The children are encouraged to learn good hygiene routines such as washing their hands before eating; the older children understood they wash the germs away. All children can rest and sleep according to their individual needs. The children have good opportunities to play in the fresh air and take part in play activities to develop their physical skills. The younger children are often taken outside during the day, there are fenced-off areas to keep them safe. The older children play outside in all weathers using their all-in-one waterproofs where they practise balancing using wheeled toys and climbing resources. They enjoy sand and water play and are able to plant seed and plants and watch them grow.

This helps them develop a positive attitude towards fresh air and exercise.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met