

Queens Day Nursery

Inspection report for early years provision

Unique reference number EY339177
Inspection date 16/12/2010
Inspector Caroline Preston

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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

Queens Day Nursery is run by Barking Havering Redbridge Hospitals NHS Trust. It opened in 2006 and operates from a purpose-built building within the grounds of Queen's Hospital. It is situated in Havering in the London borough of Havering. A maximum of 50 children may attend the nursery at any one time. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is open each weekday from 7.00am to 6.00pm, 52 weeks a year. All children share access to a secure enclosed outdoor play area. There are currently 66 children aged from three months to under five years on roll. Of these, 22 receive funding for early education. The nursery employs 16 members of staff. Of these, 14 hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's needs are met effectively as all staff play a key part in each child's development. A strong understanding of each child's needs supports their development. Children are safe and secure and enjoy learning in a bright welcoming, stimulating environment. Partnerships with parents and external agencies are strong and good communication is exchanged. Regular self-evaluation supports better practice and a better service, as the strong management team identify weaknesses and act on them.

What steps need to be taken to improve provision further?

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

- strengthen further the engagement with parents by seeking their views more often to aid the self-evaluation process.

The effectiveness of leadership and management of the early years provision

Children are safeguarded because well written policies and procedures reflect practice and staff's understanding of child protection. Detailed risk assessments are in place, which ensure all areas of the nursery are safe for children and any risks identified are dealt with. All staff have undergone suitability checks and all policies clearly show the nursery's ethos and how practice is reflected. This ensures the

safe and efficient management of the nursery. All staff are trained in child development and continue to undertake regular training throughout the year. Children make good progress from their starting points because resources and planning are effective and meet each child's individual needs. Staff are deployed well across the nursery, which is spacious and well maintained and supports children's care and welfare.

Children learn about the wider world through interaction with each other and play with resources that reflect the community. Children with learning difficulties are supported well and strong partnership with parents and outside agencies ensure all children make progress. The management team are generally effective in identifying areas for improvement through self-evaluation. This supports building a better service for children and families well overall. However, parents' views are not sought sufficiently often to contribute fully to the decision making process for the nursery. Parents are given updated reports of their child's progress and invited to an open week. They are also invited to nominate staff they feel have worked well during the month, this supports effective partnerships.

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

Children's needs are met effectively as all staff play a key part in each child's development. A strong understanding of each child's needs supports their development. Children are safe and secure and enjoy learning in a bright welcoming, stimulating environment. Partnerships with parents and external agencies are strong and good communication is exchanged.

Children make good progress towards the early learning goals, staff are aware of each child's needs; they record children's achievements and next steps for learning through careful planning. Children's records of achievements clearly show their progress through time and from when they started the nursery. Children enjoy play and learning. They use opportunities, such as registration time, to show confidence and independence as they answer questions about the weather, day and date. They enjoy counting and calculations as they count how many children are present. Children learn about healthy lifestyles and the wider world as they plant and grow vegetables. Children understand the importance of hygiene routines, which keeps them safe from germs and illness. They enjoy healthy foods and snacks and water is available at all times. They enjoy messy play with dough and corn flour, and enjoy painting and mark making.

Children feel safe because they know and understand rules of behaviour and share and take turns. They discuss with staff road safety, therefore learn about safety outside. Children are independent as they make choices about their play; they respect each other and have built good relationships with each other and staff.

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	2
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