

Great Ormond Street Hospital Staff Nursery

Inspection report for early years provision

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Inspection date	14/02/2011
Inspector	Arda Halls
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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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

Great Ormond Street Hospital Staff Day Nursery is a hospital run work place nursery, which registered with Ofsted in 2002. It operates from six play rooms in a hospital building, within the London Borough of Camden. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 75 children under five years, plus one child over five years may attend the nursery at any one time. The nursery is open each weekday from 7.30am to 5.45pm all year round. All children share access to a secure enclosed outdoor play area. There are 90 children aged from three months to under five years on roll. The nursery currently supports children with special educational needs and/or disabilities, and children who speak English as an additional language. The nursery employs 20 staff. Of these, 18 staff including the manager hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children appear happy and relaxed in this well organised child-centred environment, where staff help new babies to settle quickly with appropriate reassurance. Children are safe overall and have consistent access to a broad range of interesting play activities to make successful progress in all areas of their learning. Staff have a good understanding of the Early Years Foundation Stage framework and meet children's needs overall, building successful liaisons with parents. Planning for individual children is well organised with concise observations and efficient assessments. Good quality policies and procedures underpin nursery practice generally successfully and managers communicate ambition and drive, which secures their capacity for maintaining continuous improvement.

What steps need to be taken to improve provision further?

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

- improve existing systems of observation and assessment further to plan more effectively towards children's next steps of learning and development
- extend documentation regarding evacuation procedures further to aid effective operation of the nursery
- improve the hygiene routines for maintaining nursery furniture more effectively.

The effectiveness of leadership and management of the early years provision

Safeguarding procedures are well organised and systems are made consistently clear to parents. This results in an effective partnership between parents and staff, and children enjoying a safe and supportive nursery environment. Staff have an accurate understanding of the signs of possible abuse and neglect. Accurate recruitment and induction procedures are in place and staff undertake frequent safeguarding training updates. Managers consistently communicate high expectations to staff about securing improvement, resulting in good ideas being effectively channelled. Children achieve well as resources are varied and support their individual learning and development. They display good awareness of safety issues and understand how to keep themselves safe. Staff use baby monitors and consistently supervise children's sleep times. Emergency evacuation is practised at frequent intervals, although procedures are not always assessed.

Successful relationships with parents contribute to good outcomes for children. Sharing learning journey folders and daily discussions enables parents to keep up-to-date with all aspects of their children's lives at the nursery. Staff have a good knowledge of each child's background and needs, making the most of diversity to help children understand the society in which they live. Staff actively work with parents to involve them in their children's learning and development. They effectively display children's artwork, information on activities and details of the Early Years Foundation Stage, which allows parents to follow their children's learning. Parent's views are invited through frequent questionnaires. There are effective procedures in place to ensure other providers who may be involved in children's lives can successfully share relevant information.

Staff teams work together effectively to enable children's achievements and successful outcomes. They know their key children well and adapt planning and practice to suit children's individual needs. Staff are effective in identifying and working towards narrowing the gap in children's levels of achievement as they ensure interesting opportunities are provided for each child to be successful. Children enjoy a stimulating environment with effectively presented resources and activities, allowing freedom of movement and individual choices. Flexible attitudes and strong everyday practice ensure that all aspects of children's learning, development and welfare are actively supported overall. Effective steps are taken to evaluate the provision for children's welfare, learning and development; self-evaluation portrays a successful understanding of strengths and weaknesses. As a result actions taken are well targeted and bring about sustained improvement to the early years provision. Processes for managing staff performance and professional development are used effectively. Systems to support the setting's further development are competent.

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

Children make good progress as they enjoy stimulating learning activities supported by enthusiastic staff. A broad range of creative learning experiences excites and stimulates children's enjoyment of learning. Children's starting points are accurately recorded, followed by brief observations. However, the next steps for children's learning and development are not always recorded effectively. Children are naturally inquisitive and curious, playing an active role in their own learning. A broad range of activities and resources helps children understand the society in which they live. Children develop a positive view of themselves and others. Their behaviour is good which results in successful self-esteem.

Children play independently or in small groups, developing the skills they need for future learning. They are confident when playing in sand and water and understand how to clear up when a spillage occurs. Children learn an abundance of new words while they play. They develop a knowledge and understanding of the world and are not hesitant in communicating their needs and wishes to adults. Children benefit from well organised and child-centered activities. Successful steps in communication, language and literacy are made as children enjoy books and sing nursery rhymes and action songs with enthusiastic staff. Children partake in a range of celebrations with familiar adults. Some parents are actively involved in nursery activities such as reading, building strong partnerships between parents, children and staff.

Children demonstrate a willingness to keep themselves safe as they tidy up their toys, reducing tripping hazards as they learn to be helpful. Discussions on safety are supported with the use of books and posters. Children are protected further through effective risk assessments. Furniture, toys and equipment are checked on a regular basis to ensure they are safe. However, the hygiene routine for maintaining some nursery furniture appropriately is not always followed successfully. Children are learning how to lead a healthy lifestyle as they enjoy a good selection of fruit and vegetables, accessing fresh drinking water and understanding it prevents dehydration. Children learn about making the most of fresh air and exercise as outdoor play is readily available. They enjoy climbing over the climbing frame and through the tunnel, learning to balance and sharing toys and equipment. Children learn many future skills as they take part in sand play, such as measuring and estimating; how wet sand moulds and how dry sand propels the sand wheels. Staff sing enthusiastically with the children and adapt songs with new words to develop their knowledge and understanding of the world. They encourage children consistently which results in children's successful achievements.

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