

Wendy House Nursery

Inspection report for early years provision

Unique reference number

EY231358

Inspection date

25/02/2011

Inspector

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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

Wendy House Nursery opened in 1975. It is run by Sussex University Hospitals National Health Trust (NHS) and provides full day care and sessional care. It operates from four rooms on the lower ground floor of the Princess Royal Hospital in Haywards Heath, West Sussex. The nursery is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Children have access to two enclosed outdoor play areas. The nursery is used primarily by staff employed by the NHS Trust and is open each weekday from 7am to 5.45pm for 51 weeks of the year. A maximum of 51 children may attend the nursery at any one time and there are currently 85 children aged from six months to four years on roll. All of these are within the early years age range. The nursery receives funding for early years education for three- and four-year old children. Children attend from surrounding areas. The setting supports children with special educational needs and children with English as an additional language. The provision employs 15 members of staff. All of the staff, including the manager hold an appropriate early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Staff's good knowledge of each child's needs, quality interaction and an effective organised, stimulating learning environment ensure that they are successfully in promoting all aspects of children's learning. Clear planning and assessment systems which effectively acknowledge the children's interests and individual learning needs, result in staff promoting individual learning needs and interests effectively. There are a number of weaknesses relating to safeguarding children, promoting children's health and in leadership and management; as a result of some necessary welfare requirements not being implemented as required. Partnerships with parents are good and partnerships with other settings are appropriate overall, making sure that the needs of most of the children are met, including any additional support they need. Self-evaluation and action taken to address areas for development are not currently sufficient to demonstrate effective continuous improvement.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- keep written records of all medicines administered to children (Safeguarding and promoting children's welfare) (also applies to the compulsory and voluntary parts of the Childcare Register) 11/03/2011
- take all reasonable steps to ensure that hazards to children - both indoors and outdoors - are kept to a minimum (also applies to the compulsory and voluntary parts of the Childcare Register) 11/03/2011
- ensure the risk assessment identifies aspects of the environment that need to be checked on a regular basis: maintain a record of these particular aspects and when and by whom they have been checked (Safeguarding and welfare) 11/03/2011
- request written parental permission, at the time of the child's admission to the provision, to the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's Welfare) 11/03/2011
- ensure the daily record of the names of the children looked after on the premises, includes their hours of attendance (Documentation) (also applies to the compulsory and voluntary parts of the Childcare register) 11/03/2011

To improve the early years provision the registered person should:

- provide further opportunities for children to develop understanding about hygiene, with particular regard to why they need to wash their hands
- develop ways to share children's progress with other professionals
- lead and encourage further a culture of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

Staff demonstrate a sound knowledge and understanding of safeguarding children. For example, all staff have completed safeguarding children training through their induction course. They have a good awareness of signs and symptoms of abuse and know the procedures to follow when concerns are raised with either children or adults in the setting. However, some safeguarding documentation is not maintained as required. For example, attendance records do not include the hours of attendance for some children and the risk assessment of the premises is not sufficient to fully promote children's safety. In addition to this, staff do not request written permission from parents to seek emergency medical advice and treatment and systems for recording the administration of some long term medication are not in place. The breaches of specific welfare requirements compromise the children's safety.

The learning environment effectively helps children progress towards the early learning goals. For example, older children can make choices around what room they play in. The environment reflects the diversity of the wider world well and is bright and interesting with lots of children's work displayed. In addition to this, staff deployment is good and is effectively organised to maintain continuity in care between the baby and toddler room. Staff demonstrate a good understanding of supporting children with special educational needs or disabilities. They demonstrate value and respect of diversity, ensure all children are included and effectively support children with additional languages. As a result, children are developing good confidence and sense of belonging. Staff work effectively with other agencies to evaluate and improve their provision. However, as yet there are no links established with other settings that children attend. The partnership with parents is good. There are some good opportunities for them to be involved in their children's learning. For example, parents can attend a stay and play session on occasions and are encouraged to supply recordings of songs and stories in their specialised language. Information on what the children are doing and how they are progressing is effectively shared. For example, parents are offered regular times to view their children development records and the parents of younger children can choose to receive a written daily diary of their child's day. In addition to this, policies and procedures and information on the setting are made easily available.

Overall, self-evaluation does not identify some significant issues within the setting, which impact on the children's safety. However, staff have effectively addressed all previous recommendations. With local authority support they have ordered more equipment to improve children's opportunities to develop physical skills in the outside area. Staff have also effectively evaluated their practice and completed further training. Management communicates ambition and drive well. For example, since the manager has been appointed, the setting has been successful in encouraging five members of staff to complete a childcare qualification. As a result of them using the Ofsted self evaluation form, realistic action plans, have either been successfully addressed or are currently being implemented to also improve children's overall health safety and learning and development. However, there is little opportunity for both the parents and staff to be involved in devising action plans and making decisions.

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

Staff provide a welcoming, bright and child-friendly environment where a wide range of resources and stimulating activities are provided for children of various ages and abilities. For example, children are able to develop their knowledge and understanding of the world by going on annual trips to a local farm and local tourist attraction and visit the library in the local environment. They are developing some good skills in independence. For instance, they can choose their activities from resources both planned and made available by staff during focus activities or access the provision continuously available during the sessions. They are also able to access their own drinks and the more able children can choose what they like to eat at their snack times. Staff are friendly and caring with children and provide

quality interaction, which in turn encourages children to enjoy their activities, think and focus. For example, in group times they effectively use additional resources, such as compact disc players to encourage children to listen and identify birds from the sounds that they make. Children also thoroughly enjoy keep fit sessions where they enjoy some exercises as well as acting out their nursery rhymes and songs. Staff promote communication, language and literacy well. They introduce and repeat new words to babies and toddlers, use open-ended questions with more able children and encourage them to write or make marks for a purpose. For example, more able children are asked to identify their art work by writing their name upon it. As a result, younger children make attempt to communicate and older children are beginning to recognise and link the phonic sounds in their names. Staff know the children well and effectively use gathered information to ensure that children achieve as much as they can in relation to their starting capabilities. For example, they ask parents to complete a booklet on their child, which enables them to then ascertain clear starting points. In addition to this, they conduct regular written observations and take photographs of what children can do or understand. This in turn, enables them to identify their next steps in learning and plan for both group and individual learning needs in all areas of play. As a result, children are making good progress towards the early learning goals.

Some positive steps are taken regarding children's safety when both inside and outside the premises. For example, visitor's identification documents are checked before entering and records are made of their visits. However, children are at risk as a result of cleaning materials being within easy reach in the nappy changing area and collecting rain water in the outside area. Children have some opportunities to develop a good understanding of keeping themselves safe. And as a result, they know they must get out of the building if there is a fire and that the role play equipment, such as the cooker can be hot and can burn if it was real. Staff implement an effective sickness policy and all the required procedures are followed to administer short term medication.. Children follow good everyday procedures in hygiene, such as washing their hands before meals. However, staff do not effectively encourage the understanding of younger children about why they need to do this and as a result, some children have little understanding of the importance of these procedures. Children are active and developing a good understanding of healthy eating. For example, they grow and sample their grown strawberries and are able to try new foods, such as Chinese Pancakes and Hummus. Consequently, they know that fruit and vegetables are good for them and that running helps them stay healthy. Staff effectively encourage the children to develop good behaviour. They are positive role models and make clear their expectations by discussing and displaying the golden rules with children. They use lots of praise and encourage collaborative working, such as tidying up together and discussing behaviour with parents when concerns arise. As a result, children behave well and are developing good friendly relationships with their peers.

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?	4
The capacity of the provision to maintain continuous improvement	4

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
The effectiveness of partnerships	3
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	4
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	4
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	4
The extent to which children adopt healthy lifestyles	3
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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept; Suitability and safety of premises and equipment) 07/03/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept; Suitability and safety of premises and equipment). 07/03/2011