

# Guys Hospital Staff Day Nursery

Inspection report for early years provision

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**Unique reference number** 107440  
**Inspection date** 13/06/2011  
**Inspector** Chris Hodge

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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

Guys Hospital Staff Day Nursery has been registered since May 1994 and is run by the Guys & St Thomas' Hospital National Health Trust (GSTT). The workplace nursery provides day care for the children of staff employed by any National Health Service Trust. It is open weekdays from 7am to 7pm and is located in Henrietta Raphael House, which is adjacent to the main hospital. There are three separate group rooms with toilet facilities, a sensory room, kitchen, staff room and office. All rooms have direct access to a small, fully enclosed outside play area.

The nursery is registered on the Early Years Register and both parts of the Childcare Register to care for a maximum of 42 children under eight years; of these, no more than 18 may be under two years at any one time. There are currently 39 children on roll aged from nine months to rising fives attending on a part-time or full-time basis. There is support available for children with special educational needs and children with English as an additional language. The nursery receives funding to provide nursery education.

The nursery employs a staff team of 16 including the manager and a deputy. All staff hold a Level 3 Early Years Qualification. Staff receive support and advice from Southwark Early Years.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery offers a caring, inclusive and stimulating environment in which children are happy and make good overall progress in their learning and development. Staff demonstrate a good understanding of the Early Years Foundation Stage and work effectively in partnership with parents to ensure children's individual care and learning needs are consistently met. Children's safety and welfare is given high priority and is underpinned by comprehensive policies and procedures that are shared with parents. The strong management team is committed to continuous improvement and providing children with good quality care. This is achieved through ongoing reflective practice and training.

## What steps need to be taken to improve provision further?

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

- extend opportunities for children to develop their information technology skills
- use nursery routines such as setting the table for meal times to extend children's mathematical learning
- provide a comfortable nursing chair for staff to sit on when bottle feeding

babies.

## **The effectiveness of leadership and management of the early years provision**

The nursery has good procedures and policies in place to ensure children are kept safe. All staff have attended safeguarding training to level 1 and 2 and are fully aware of their role and responsibility for protecting children in line with Local Safeguarding Children Board procedures. All staff, including the kitchen assistant, hold a valid first aid certificate. A named person is responsible for health and safety and regular risk assessments are undertaken on the premises and for outings. The nursery has rigorous recruitment procedures in place and good security systems to prevent unwanted visitors gaining access. Fire evacuation procedures are practised with children and are appropriately recorded. All required documentation and records are well maintained and readily available for inspection.

The nursery has an inclusive approach and welcomes all families and children into the setting. Children take part in activities that help them to embrace their own and other cultures. The recently refurbished premises are bright and stimulating with lots of pictures, posters, labels and children's art work attractively displayed. Resources are age appropriate, well deployed so that children can make choices and help themselves, and cover the six areas of learning. The nursery operates an open door policy and encourages partnership with parents by involving them in their children's learning by sharing lots of information with them, for example, verbal discussion with key persons, on daily diary sheets, parent questionnaires, news letters, parent notice boards and at six monthly review meetings. Parents offer very positive feedback about the nursery and know their children are happy and progressing well.

Staff work well as a team and build secure and close relationships with children. They welcome support and advice from Southwark Early Years and other childcare practitioners. They are well supported in their continuous professional development. This is done through regular team meetings, in house training, staff supervision and appraisals and attending outside training. The nursery has clearly documented action planning and uses self-evaluation and reflective practice to identify areas for future development. Since the previous inspection, all recommendations have been addressed, improvements have been made to the building and outdoor play area and a sensory room has been created. Plans are in place to provide children with an information technology area.

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

Children are happy, confident and feel safe in the nursery because adults provide them with familiar routines and warm and consistent care. They develop close relationships with their key persons who are familiar with their individual needs

and provide emotional and practical support. Children make good overall progress because practitioners know their starting points, observe them closely, assess their progress towards the early learning goals and plan carefully for the next steps in their learning.

Children engage well in a good balance of child-initiated and adult-led activities that promote all areas of their learning and development. Older children demonstrate increasing independence as they make choices about their play, take themselves to the toilet, dish up their own food and drinks and clear away at the end of meal times. Although younger babies receive lots of nurturing and follow their individual routines for sleeping and eating, staff have to sit on the floor when bottle feeding as there is no nursing chair available to sit on. Toddlers are encouraged to feed themselves and choose what they want to play with from resources stored at their level.

Children throughout the nursery enjoy looking at books and listening to age appropriate stories read to them by adults. Older children confidently use language to contribute their ideas and opinions and to organise their play with their peers. They enjoy finding their names on arrival at nursery. Children take part in a variety of mark making activities and examples of children's emergent writing can be seen on their drawings and art work. Children have many opportunities to develop their creativity and imaginations using a wide range of materials and media such as play dough, sand, water, collage resources and free painting. They have great fun singing familiar songs, playing musical instruments and initiating their own play in the well resourced role play areas.

Children have access to a wide range of puzzles and construction resources for building and problem solving and are learning numbers, shapes and colours throughout their play. Children are interested in the world around them and enjoy learning about nature in the garden and going on trips to the local library and park. Babies use treasure baskets to explore natural and everyday materials and children enjoy learning about simple technology with various toys that make sounds and have buttons to press and by using resources such as the printer. However, children do not currently have opportunities to use a computer, although this is an area identified for future development.

Older children are encouraged to contribute to the welfare of the nursery. For example, children are allocated as helpers and enjoy helping staff to set the table for meal times. However, opportunities are missed during this time to extend children's mathematical leaning, for example, staff do not encourage children to count the number of dinner places required or to count the number of knives, forks, plates and cups children are setting out on each table. The nursery environment is clean and well maintained. Children learn to adopt healthy lifestyles by playing outside in the fresh air and taking part in regular physical activity. They learn about healthy eating through topics, growing activities and eating healthy, balanced meals with fresh fruit snacks and access to fresh drinking water throughout the day. The nursery has good procedures in place to ensure that children's special dietary requirements are continually met. Children learn good personal hygiene routines such as washing their hands before meal times and after going to the toilet. Provision is made for children to rest during the day. Children

are constantly praised and encouraged by staff to develop their social skills and behave in a positive manner as they learn to share, take turns, play together and keep themselves safe.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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