

# Richard House Children's Hospice

Inspection report for early years provision

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**Unique reference number**

EY225853

**Inspection date**

11/11/2011

**Inspector**

Jill Nugent

**Setting address**

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**Type of setting**

Childcare - Non-Domestic

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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**

Richard House Children's Hospice registered in 2002 and is managed by Richard House Trust. It operates from purpose built premises in Beckton in the London Borough of Newham. The hospice provides care for children with life threatening or life limiting conditions. It is open 24 hours a day all year round. The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is registered to care for a maximum of 14 children under eight years of age. Of these, no more than six children may be under two years of age at any one time. Currently there are 27 staff employed to care for the children. The staff team includes nurses and play workers, all of whom hold relevant qualifications.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The hospice offers a welcoming and safe environment for children. Staff have an excellent partnership with parents and this contributes to children's individual needs being met at all times. The setting is extremely well resourced and children enjoy a variety of play activities and outings. Staff prioritise children's well-being encouraging them to feel valued as individuals. They evaluate their daily play provision well overall to continually improve the outcomes for all children.

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

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

- explore different ways to encourage staff to reflect on their practice and to highlight possible areas for further improvement.

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

The hospice's documentation provides a good framework for staff's practice. There are effective procedures to promote the safeguarding of children in the setting. All necessary policies and parental consents are in place. Children's individual care records are well maintained and accessible. Staff regularly update their training on child protection issues and know what to do if they have any concerns. A risk assessment of the premises is conducted and reviewed annually. In addition, detailed risk assessments are carried out for activities and outings. There are very good procedures in place for dealing with an emergency situation. The evacuation plan is practised at regular intervals, helping to promote children's safety.

There is an excellent variety of exciting play environments available to children, both indoors and outdoors. Children particularly enjoy the wide range of sensory and computer equipment. Staff provide creative activities, story reading and music sessions. They are well supported by visiting professionals who offer therapy in special areas, for example, art and drama. The outdoor areas offer interesting opportunities for children to explore nature and be quiet, or active, in the different surroundings. Equality and diversity practices are excellent. Staff are deployed on a one-to-one basis with children and promote their understanding of diversity through the experiences provided. They promote a wholly inclusive environment through their constant attention to children's individual needs.

Staff are exceptionally sensitive regarding their provision for families within the setting. They liaise very closely with parents regarding children's care and development. There are flexible arrangements in place to support parents and siblings. The hospice provides an array of helpful information for parents, including fact sheets and newsletters. Parents especially enjoy the annual 'Oscar' ceremonies, which celebrate children's involvement in movie-making. Staff work very closely with other health professionals. They make good use of link books to communicate on an individual basis with children's schools.

Systems for self-evaluation and driving improvement are good overall. All staff are appraised regularly and encouraged to attend further training in order to follow up particular interests or professional needs. They attend regular team days, which provide them with opportunities to talk, reflect on their practice and learn. Staff record evaluations of the daily activities and outings in order to inform future planning. However, the managers have not yet explored a variety of ways to encourage staff to reflect on their overall practice and fully contribute to possible areas for improvement.

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

Children benefit from a very calm atmosphere within the setting. They develop a real sense of belonging, which is demonstrated through photographic displays of children's experiences. Children are able to follow up their own interests in the choices they make. They especially enjoy outings in the local area and further afield. For example, children like to go on boat trips with the local rowing club or join in soft play at the gym. They have fun as they take part in group activities, such as creating paintings or collages and learning parachute games. Children are actively encouraged to respond as adults use their voices and touch to communicate.

Children develop exceptionally close relationships with adults and gain much self-confidence. They are very happy and respond positively to staff. They are encouraged to feel safe as they are always closely supervised. For example, staff ensure that children in wheelchairs are secure and their supporting medical systems work correctly at all times. Children benefit from daily opportunities for

fresh air and exercise in the garden. Staff are attentive to hygiene and adhere strictly to children's individual health care plans. Children's dietary needs are catered for appropriately.

Observational assessment is good and activities are planned daily. Children's individual play plans are based on their interests and help them to progress well. The plans are continually updated so that children enjoy a very wide range of appropriate activities to encourage their curiosity and learning. The play coordinator also plans a series of interesting activities around a chosen theme each month. She organises outings and also special activity days in the school holidays. She supports the play workers by collating information about learning through play, including ideas for activities and exercises. Children's current likes and dislikes are taken into account when planning activities.

Suitable activities are set out each day for the children present, for example, dressing up or making jewellery. Children benefit from individual attention, for instance, as they enjoy coloured lights, music or aromatherapy. Staff keep to routines, ensuring that children are content and comfortable in their surroundings. Overall, the experiences provided help children to develop good skills for their ongoing learning.

## 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	1
The effectiveness with which the setting promotes equality and diversity	1
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	1

### 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

<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	1
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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