

Wendy House Nursery

Inspection report for early years provision

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Inspector

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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).

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

Wendy House Nursery opened in 1975. It is run by Sussex University Hospitals NHS Trust 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 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 75 children aged from six months to four years on roll. All of these are within the early years age range. The nursery provides free early education for three- and four-year old children. Children attend from surrounding areas. The setting supports children with special educational needs and/or disabilities and children with English as an additional language. The nursery 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 good.

The nursery provides a safe, welcoming and nurturing environment for all children. Overall, children play, learn and develop in a stimulating, child-centred environment. The nursery has a positive ethos in regard to working in partnership with both parents and other providers of care so that children are fully supported. Efficient communication between management and staff, and accurate self-evaluation, ensures continual improvements are made in every aspect of children's care and learning.

What steps need to be taken to improve provision further?

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

- develop play experiences outside to support all areas of children's learning and development.

The effectiveness of leadership and management of the early years provision

The nursery has a range of clear policies and successfully implemented procedures, which protect and support children's needs effectively. There are robust recruitment procedures in place, which help ensure staff are qualified and suitable to work with children. Detailed risk assessments are carried out to provide

a safe environment as staff identify and take action to minimise risks. Staff have a thorough understanding of relevant procedures to promote children's good health and well-being. For example, individual bedding is used for cots and children's allergies are recognised and fully supported by all staff.

Management and staff work collectively as a strong team in driving improvement. They work together to set realistic targets for improvement to support and improve the outcomes for children. Rigorous self-evaluation is ongoing and includes the views of both staff and parents. The recommendations and actions made at the last inspection have been fully considered and effectively implemented. An effective appraisal programme is in place, providing many opportunities for staff to develop their professional status. Children are supported by an established and enthusiastic staffing team. Effective deployment of staff across all areas of the nursery provides continuity of care for all children, enabling staff to fully recognise and support children's individual needs.

The play environment is bright, clean and safe. Resources throughout the nursery are plentiful, well organised overall and reflect both man-made and natural materials. These provide a wealth of purposeful play experiences that support all areas of learning and development indoors. Although children have daily opportunities for outdoor play while the garden is being redeveloped, outdoor provision does not currently support as wide a range of learning opportunities. All children have equal opportunity to self-select and initiate their own choice of play, due to the effective storage systems across all areas of the nursery. The nursery provides a fully inclusive environment, where children are valued as individuals. There are effective systems in place to support children with special educational needs and/or disabilities. The staff are proactive in accessing support and working alongside other agencies to enable individual education plans to be put into place to fully meet children's individual needs. The nursery fully supports children and families who speak English as an additional language, enabling them to feel fully integrated and enjoy a sense of belonging. Children have access to a good range of resources that promote diversity and an awareness of the world around them.

Partnerships with parents and carers are well established. Parents speak very positively about the nursery. The good communication between staff and parents ensures that every child's individual needs are met well. This is particularly effective at key times in the children's lives, for example, as they make the transition between home and nursery life and become familiar with nursery routines. A wealth of information is available to parents, enabling them to be well informed as to the operational aspects of the nursery, such as through the welcome pack and well-positioned information boards. Parents are kept fully informed of their child's stage of learning through ongoing discussions with their allocated key person, access to learning journeys and open evenings. This enhances a cohesive approach to children's development. The nursery has well-established links with other agencies and works in liaison with other early years providers for the benefit of the children. Staff meet with teachers and visit other settings children attend to share learning objectives, supporting continuity in children's learning.

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

Children are happy and well settled within the nursery. They spend their time engaged in a wide range of stimulating and meaningful play activities, which are entirely appropriate for their ages and abilities. Children are well supported by staff who have a secure understanding of the Early Years Foundation Stage. Successful planning, taking good account of children's interests and starting points, means that individual learning needs of the children are fully considered. Children's next steps in development are clearly highlighted and used to tailor the planning by building on their achievements. As a result, children are making good progress in their learning and development.

The nursery offers a positive approach to behaviour management. Children show a willingness to collaborate with each other, for example, as they work together to tidy away activities. Good use is made of sand timers to help children understand the need to share and organise turn-taking between themselves, such as when using the computer. Children are constantly praised for their efforts across the whole of the nursery, helping children feel valued. Children's sense of belonging is fully embraced. Displays of creative work alongside photographs are well displayed. Children move around the setting with ease and familiarity, showing that they feel secure and safe. They seek help and reassurance from staff when needed and respond to cuddles and reassurance as they settle down into their sleep routines.

The well-balanced organisation of the day ensures children have suitable opportunities for physical activity as well as provision for quiet rest and relaxation. Active play in the garden encourages children to develop their physical skills and learn the benefits of regular exercise. Children follow good hygiene routines, supported by the use of pictures to encourage good hand-washing routines. Staff show vigilance in their hygiene practices as they follow clear nappy changing procedures and remove their shoes when going into the baby room. Children enjoy a varied and balanced range of freshly prepared meals. The use of well-positioned notices as to the individual dietary needs and preferences of children help staff support children's individual needs. Mealtimes promote children's independence. Younger children enjoy a range of finger foods and are helped to develop their own feeding skills. Older children help to set the table in readiness for meals and serve themselves, which allows them to make informed choices as to what they wish to eat.

The nursery promotes outcomes for children well throughout the indoor area, but this is less developed outside. The youngest children play confidently with a good range of equipment, developing coordination and mobility. Children who speak English as an additional language develop confidence as staff use key words in their home languages and share picture timetables. Staff engage children of all ages in conversation to encourage their early communication skills and ask them questions to extend their thinking. Children have good opportunities to develop early writing skills through play. Children's understanding of the written word is well supported through the use of displays. Children problem solve as they explore

shape boxes or piece together puzzles. Children's use of information and communication technology is well promoted as they use interactive toys or the computer. Children's creativity is actively encouraged. They explore and use a range of materials, for example, paint and water, and delight in dressing up and accessing the role play areas. Throughout the nursery opportunities are in place for children to acquire skills and develop their abilities that prepare them well for future development and 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

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