

# Pilgrim Hospital Day Nursery

Inspection report for early years provision

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**Unique reference number**

EY359423

**Inspection date**

06/03/2012

**Inspector**

Carly Mooney

**Setting address**

Pilgrim Hospital, Sibsey Road, BOSTON, Lincolnshire, PE21  
9QS

**Telephone number**

01205 445870

**Email**

**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**

Pilgrim Hospital Day Nursery was registered in 2007 and is owned by 'For under Fives Ltd. It operates from a purpose built building in the grounds of Pilgrim Hospital in Boston, Lincolnshire. The nursery serves the local area and beyond. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday all year round except for bank holidays. Opening hours are from 7am until 6pm. Children are able to attend for a variety of sessions. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 59 children may attend the nursery at any one time all of whom may be on the Early Years Register. There are currently 90 children attending who are within the Early Years Foundation Stage. The nursery provides funded early education for three- and four- year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 20 members of child care staff. All hold appropriate early years qualifications. The nursery receives support from the local authority.

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

Overall the quality of the provision is outstanding.

Children are highly valued at this welcoming and visionary nursery, where management strive to provide outstanding levels of care and learning for all children. Children make excellent progress and thoroughly enjoy their time in the setting because staff understand their individual needs. Strong and effective partnerships with parents and other services means the setting is highly inclusive and responsive. Extremely effective procedures are in place for self-evaluation and all staff demonstrate an excellent commitment to improving and continuously developing the provision.

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

To further improve the high quality early years provision the registered person should consider:

- enhance children's opportunities to develop and use their home language in their play and learning.

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

Excellent leadership skills displayed by the manager are the driving force behind this forward thinking and proactive setting. Staff are very well supported in their

roles and work closely together as a cohesive team to provide children with a safe and happy environment in which to thrive. Children are safeguarded by very knowledgeable and experienced staff, who implement clear procedures to protect children in their care. Visual safeguarding information is constantly displayed and updated so that staff are aware of best practice at all times. Robust systems are in place to ensure that all staff who work with children are suitable to do so. Thorough induction processes are implemented with all staff at the beginning and updated yearly throughout their time at the nursery to ensure their understanding of policies and procedures is clear. Staff are vigilant and deployed effectively at all times to ensure the safety of children as they play. Thorough risk assessment procedures enable any hazards to be identified and minimised quickly. A number of comprehensive policies and procedures which underpin the excellent practice at the setting are in place with some displayed prominently in the entrance foyer for parents to view, such as, safeguarding and complaints.

Children spend their time in a bright, spacious play environment which allows them to enhance their learning through creative play and exploration. Children of all ages have very good opportunities to direct their own play, as resources are clearly labelled and easily accessible. Children create a calm and relaxing atmosphere as they busily engage themselves in their chosen activities, such as, role play or construction. The outdoor areas are accessible throughout the nursery day and enable children to choose where they wish to spend their time. All weather suits and Wellington boots allow the children freedom to play out in all weathers. Staff provide a fully inclusive service to all children attending and ensure individual children's needs are thoroughly addressed, as staff have clear knowledge of all children and their families. Staff are experienced in supporting children with additional needs and procedures in place are effective. Children experience a range of resources which encourages their understanding of similarities and differences in people. Children who speak English as an additional language are well supported within the setting, although opportunities to see and hear their home language within the setting requires enhancement.

The settings partnership with parents is one of the main strengths of the nursery. Parents comment very positively about the 'fantastic' staff and how they communicate thoroughly about all aspects of their child's care. Parents are extremely well informed about the nursery through newsletters, e-mails and notice boards in the welcoming and informative entrance lobby. Excellent individual key person information is shared. Parents receive daily information about their child's day both verbally and through daily sheets. A summarised assessment of their child's progress is shared every three months and parents are asked to share their thoughts on their child's development going forward. The nursery has implemented excellent procedures for liaising with other providers who deliver the Early Years Foundation Stage and share a very thorough communication book with other settings.

Management and all staff have a very clear vision for the nursery and truly embrace the process of self-evaluation, including displaying a visual self-evaluation board for staff. The manager has high expectations and sets high standards which are embedded across all areas of their practice. Staff take collective responsibility for deciding on improvements in their own rooms through individual self-evaluation

forms, which empowers them as they feel valued and listened to. Parent's feedback is constantly sought through regular questionnaires and consultations and their suggestions listened to and implemented where possible. Staff are highly motivated to attend professional training which enhances their current knowledge and skills.

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

Children are highly valued and welcomed from the moment they start their nursery life. Staff are extremely caring and attentive and children display through their behaviour that they are very comfortable in their company. For example, babies give spontaneous cuddles and older children welcome staff's interaction in their activities. Babies settle quickly into their surroundings as routines from home are carefully followed and displayed so all staff are aware of individual needs. Photographs of children's family's are prominent throughout the nursery so they feel secure and welcomed. Babies are able to touch and see their photographs during their play and hold them at welcome time to help them settle. Children make excellent progress in their learning and development due to staffs secure knowledge of the Early Years Foundation Stage and how to implement it effectively. Planning is highly effective in providing a broad range of interesting daily activities based on children's interests and individual learning. Learning journeys provide a comprehensive record of the progress children are making towards the early learning goals.

Children learn to be independent from a young age, where older babies direct their own play and choose the resources they wish to access. Older children engage in many independent activities, such as, serving their own lunch and dressing themselves for outdoor play. Staff have high expectations and are excellent role models; with calm confidence they give children space to explore freely and test out their boundaries. As a result, children are relaxed, happy and very well behaved. Children are actively and consistently praised by staff for their efforts and achievements and, as a result, their confidence and self-esteem is carefully fostered.

Staff play with babies at their level and offer cuddles and a lap to sit on so they are settled and relaxed and they enjoy listening to stories in this manner. Children freely access age appropriate books, such as, touch and feel ones for babies both independently and as a group. Toddlers enjoy singing familiar songs they have chosen themselves using props from the song basket, including the wheels on the bus and row row the boat. They are introduced to counting and the first concepts of more or less than through songs, such as, five little ducks. Older children show a clear understanding of number and complete simple sums on their fingers confidently. For example, two add two. During role play children play with real food items, such as, vegetables and real packaging. Older children make up their own stories in the home corner, taking on different roles, such as, mummy, daddy and the dog. Children express their ideas creatively through their drawings, art and craft work which is confidently displayed. Children of all ages engage in messy play activities which allow them to use all their senses. For example, older babies enjoy

the smell and feel of shaving foam as they freely explore it with their hands and bodies. Children enjoy outdoor play where they participate in large scale construction using crates and help themselves to equipment and materials which help them to explore their natural environment, such as, spades and forks for digging.

Children's health, safety and welfare are extremely well promoted. Snack and meal times enable children to share a relaxed, social experience with each other and staff. They eat a range of healthy meals and snacks and have constant independent access to water throughout the day. Young children are regularly offered their drinks. Records which safeguard children's health are maintained to a high standard and individual health care plans are strenuously followed by all staff to meet children's needs. Children are successfully encouraged to develop their own personal hygiene skills, such as, independent toileting and automatically washing their hands before meals and do so with minimal reminders from staff. Children feel very safe and secure in the setting and participate in a range of safety procedures, such as, fire drills which enable them to learn about keeping themselves safe. Overall, children are thriving due to the excellent care and support provided by knowledgeable and experienced staff.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### 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>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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