

The Hospital Day Nursery

Queen Marys Hospital, Frogna Avenue, Sidcup, Kent, DA14 6LT

Inspection date	25/03/2013
Previous inspection date	14/10/2008

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- An effective key person system means that children get to know one member of staff very well, whilst still forming good attachments with all staff.
- Staffs successful interaction with the children ensures they gain good communication and language skills.
- Children thoroughly enjoy a wide range of experiences that help them make good progress in relation to their starting points.
- Children learn to adopt healthy lifestyles because they have nutritious meals and snacks and good opportunities to be active.

It is not yet outstanding because

- the nursery has a good reflection of signs, symbols and print, although there is less reflection of children and staffs home languages.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector made observations of children playing in all four rooms in the nursery.
- The inspector observed children playing outside.
- The inspector spoke with staff and the management team and asked them questions about their roles.
- The inspector viewed children's individual assessment records, samples, policies and procedures and looked at the nursery's risk assessment.
- The inspector spoke to two parents and sampled the most recent parents questionnaire

Inspector

Sarah Morfett

Full Report

Information about the setting

The Hospital Day Nursery registered in 2004. It is one of three nurseries owned by the provider. The provider works in partnership with the NHS. There are currently 108 children in the early years age group on roll. The nursery receives early education funding for children aged two, three and four years. The nursery is a purpose built single story building situated in the grounds of Queen Mary's Hospital, Sidcup, Kent. There are four group rooms, toilets, a kitchen, office, laundry and staff room. There is a fully enclosed outside area with safety surface and grassed areas. The nursery opens from 6.50am until 7pm all year and serves hospital staff and families from surrounding areas. There are 24 members of staff working with children in the nursery. Of these, 12 hold a National Vocational Qualification (NVQ) in childcare to level 3, and seven to level 2. The rest of the staff are working towards a childcare qualification.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- enhance the environment by displaying lists of words from children, parents and staff's home languages to strengthen opportunities for children to see print in different languages.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff have a good knowledge and understanding of how to promote children's learning and development. Children benefit from a wide range of stimulating activities that clearly meet their individual needs and challenge their learning and development well. An effective key person system means that children get to know one member of staff very well. In addition, staff make sure they form good attachments with all children so they receive good support at all times, such as during staff's annual leave. Parents provide good information about their child before they start. This means staff have a good understanding of the children when they start and can begin to plan for their individual needs from the beginning. The key person makes regular observations of the children to assess how they are developing. Staff use an effective system to track the observations to see if children are making progress expected for their ages and stages of development. Following the evaluation, staff identify next steps in children's learning. This clearly informs planning for future learning, so children move forward at a good pace. Staff complete a progress check for children aged between two and three and share this with parents. Staff use these assessments to identify if children need extra help and then

arrange this for them. This then enables children to move forward in their learning and close the achievement gap effectively.

Staff are enthusiastic and motivated in their desire to promote children's learning and development. They employ effective teaching methods when interacting with the children. When young children play with dough the member of staff introduces new words, such as using mathematical language like big and small to describe the size of the pieces they use. Staff count and name colours as they play with children so they can learn these from the effective repetition. Staff challenge older children's thinking well. As they explore the garden, the staff ask children what they are looking for. The children reply they are looking for snails. The staff says 'where might you find them?' children say 'under the logs' going over to these and turning them over. Staff ask the children what they think snails eat, they reply grass. Children discover the boxes of outside toys have frozen in the cold weather. They investigate this with pleasure as they watch how the ice breaks when they drop it on the floor, and break it into pieces with other implements like bats so they can thoroughly explore its properties. Staff support this spontaneous learning opportunity well by talking to the children about how the ice forms and what would happen if it got warmer. This helps children to widen their knowledge and ensures they gain a good understanding of the natural world. The nursery has taken part in the Every Child a Talker Programme. This has greatly helped staff in developing their interaction skills with the children and means children have made good progress in their communication and language skills.

Children have very good opportunities to play outside in all weathers. They practise their physical skills as they peddle bikes around the garden. They develop good control over their bodies as they run up and down the grass bank. They learn how to balance as they climb on the large logs in the garden. This means children develop strength and muscle control that helps them take part in a wide variety of activities. Babies enjoy exploring a variety of different textures, such as shiny material, netting and wooden toys. This helps them to make sense of the natural world. All ages of children enjoy group time where they explore 'what's in the box' staff sing the song and prompt children to name what they take out of the box. The toddlers particularly enjoy the items that make sounds such as the drum. A member of staff rolls this in her hands to create a beat, she then encourages the children to instruct her to go fast and slow. They watch with excitement as staff wind up a toy monkey. The monkey performs a series of flip-overs and children laugh, count and enjoy the activity thoroughly. Staff establish effective two-way communication with parents. This means parents get good feedback about their children's achievements and are fully involved in their next steps in learning. As a result, of the effective range of staff support and activities, children gain strong skills and abilities for the next stage of learning. This helps prepare them well for their moves between nursery rooms and to school.

The contribution of the early years provision to the well-being of children

Children play and learn in a child friendly stimulating environment. They use a wide range of toys and resources both inside and out. Staff set up play areas well, which enables children to move around freely and make choices about what they play with. Children

form strong relationships with staff. Children show confidence when talking to them, ask them to play with them and explore with enthusiasm reassured by the close presence of their key person. New children who are settling in get extra support from staff who spend time with them, cuddling them and interesting them in different activities. This means they begin to build relationships and gain confidence to enjoy the experiences on offer. Staff organise routines well to ensure children have plenty of time to be active and to rest or sleep if they wish. Whilst children are sleeping, staff check them every five minutes to make sure they are monitored while they sleep.

Staff work hard to promote children's language and communication by displaying a wide range of print within the environment. However, there is less reflection of the children and staffs home language. Therefore, children have fewer opportunities to see words in different languages. The nursery effectively promotes all children's understanding of diversity and plans activities that encompass different celebrations, for example Diwali and Chinese New Year. This means that the children gain a wider understanding of other people's differences.

Children stay healthy because the nursery follows effective procedures and daily practices. Staff observe good hygiene practices, such as wiping children's noses promptly, washing hands and using hand sanitizer after this to get rid of germs. Consequently, they are good role models and pass the good routines onto the children. Children benefit from varied, nutritious meals and snacks that are freshly prepared on the premises. They have a good understanding of their own safety, for example, children tell the staff they are breaking up the ice in the garden to make sure others do not slip over on it. Staff provide good explanation of how to be safe both inside and out. This means that children gain the ability to assess risk for themselves. Staff are good role models and teach children to be polite saying 'please' and 'thank you'. Staff praise children constantly and offer encouragement where they see they are trying hard. This means that they become confident learners with good self-esteem. Overall, children's physical and emotional well-being is catered for well.

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

The provider and staff team are committed to offering a good standard of care. The management team demonstrate a good understanding of the safeguarding and welfare requirements through the wide range of policies and procedures that underpin the nursery's good practice. Staff have a secure understanding of the policies and procedures, in particular the safeguarding policy. This includes examples of signs and symptoms that would indicate a child was at risk. The staff have easy access to the local telephone numbers for children's services and forms for the local authority referral system. This means the designated staff for safeguarding may report any concerns promptly. There is a robust induction, recruitment and vetting system in place that is successful in ensuring staff are well qualified and effectively checked upon employment. Staff are well deployed and take responsibility for letting their colleagues know where they are going before they leave the room. This means the adult-child ratio is met and children are suitably supported

within the nursery.

Staff give children's safety high priority. An annual risk assessment procedure covers all areas where children play. Staff carry out daily opening and closing procedures to ensure the nursery is safe before they arrive. The manager and staff supervise children effectively so they do not enter areas, such as the kitchen where hazards might be. The staff highlight any safety issues to the manager, which means she can act promptly to minimise all hazards. The team of senior staff assist the manager in monitoring the children's observation records and the educational programmes. This ensures that all assessments are accurate and focus on the most relevant areas of development for each child. A regular appraisal system ensures staffs ongoing suitability and identifies priorities for their personal development. The nursery complies with staffing ratios and qualification requirements. The manager values professional development and supports staff to achieve the next level in their qualification. This means staff are motivated to improve their knowledge, understanding and practice.

The leadership and management of the setting are strong. The whole team make good use of self-evaluation to reflect on their practice. Within each room, staff pick an area to evaluate each month. They look at their strengths and weaknesses and decide on an action plan to bring about positive improvements. The overall nursery self-evaluation includes all staff, parents and children. This means they are effectively included in identifying priorities for development that will continuously improve the quality of the provision for all children. The nursery have addressed all recommendations from their last inspection. This show they have a strong commitment to maintaining continuous improvement.

Children benefit from clear partnership working with a range of outside agencies and services. There are strong links with the area special educational needs coordinator and the local advisory teachers who support the nursery. This assists staff in indentifying children's additional needs as early as possible. This means they can secure the support children need to help them make good progress in relation to their starting points. Parents spoken to during the inspection said they were extremely happy with the care and education their children receive. They explain they value the effective feedback they receive about the progress their children make, which helps them extend learning opportunities at home.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY286427
Local authority	Bexley
Inspection number	906508
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	60
Number of children on roll	108
Name of provider	Drunel Ltd
Date of previous inspection	14/10/2008
Telephone number	0208 308 3190

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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