

# Kings College Hospital Day Nursery

Mapother House, Decrespigny Park, Denmark Hill, LONDON, SE5 8AZ

<b>Inspection date</b>	02/05/2013
Previous inspection date	24/06/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision is satisfactory

- Children have daily opportunities to enjoy outdoor play which promotes their physical development.
- Free outsourced activities provide added value, and exciting learning opportunities.
- Children are happy and grow in self-assurance because of the good range of experiences and positive relationships with staff.
- Children respond positively to behaviour expectations, doing what is asked of them, and developing their ability to follow instructions.

### It is not yet good because

- The ratio of staff to children is not consistently observed to support children's play and learning.
- Staff working with the babies have not had specific training in this area.
- Not all staff offer a consistent approach to teaching and learning including for those with English as an additional language.
- Disorganisation of the outside area prevents children from making full use of outdoor play.

## **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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## **Inspection activities**

- The inspector observed practice, including mealtimes and spoke with a selection of parents about their child's progress
- The inspector talked with some staff from each room, held discussions with the manager and deputy about their roles and responsibilities
- The inspector and deputy undertook joint observations pre-school room.
- The inspector examined documentation including a representative sample of children's records, developmental plans and staff suitability checks
- The staff observed children's play and staff interaction, indoors and outdoors.

## **Inspector**

Debbie Buckingham

## **Full Report**

### **Information about the setting**

Kings College Hospital Day Nursery (Mapother House site) registered in 2003 and is situated in Camberwell in the London Borough of Southwark. The nursery operates from a purpose-built building situated in the grounds of the Maudsley Hospital in Denmark Hill. Children have access to three rooms, a sensory room, separate children's toilets, disabled adults and an enclosed outside play areas (shared access with jointly managed Belgrave Nursery). The nursery caters solely for children of staff who work for the Health Authority. The nursery are registered on the Early Years Register, as well as the compulsory and voluntary parts of the Childcare Register. The nursery opens each weekday at 7am to 6pm all year round except public holidays. There are currently 62 children on roll between the ages of three months to five years who attend for a variety of sessions. The nursery is in receipt of funding for free early education for three- and four-year old children. The setting currently supports children who speak English as an additional language. There are no children attending who have identified learning difficulties and/or disabilities. The nursery employs 18 members of staff who work directly with the children, including the overall manager of all three co-nurseries based on the hospital site. Of these, all hold an appropriate early years professional qualifications at level 3 to level 6. The manager holds a level 5 qualification. An administrator supports the management.

### **What the setting needs to do to improve further**

**To meet the requirements of the Early Years Foundation Stage the provider must:**

- ensure that ratios are met at all times and that adults sign the daily attendance register.
- ensure that staff in the under 2's room have received relevant training specifically addressing the care of babies.

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

- take reasonable steps to provide opportunities for children with English as an additional language to develop and use their home language in play and learning
- take a consistent approach to children's learning and interests, guiding their development through positive interactions and open ended questioning.
- ensure that the outdoor areas are safe and well maintained and encourages children to make full and good use of this area.

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

Staff have an appropriate understanding of how children learn and develop which supports children's progress towards the early learning goals. The children learn through play as staff are attentive and support them in their ongoing achievements. For example, staff ask children to explain where they put their dirty dishes and empty containers as they clear away the lunch table. This helps children's independence and ownership at the setting. Children settle well in this welcoming environment.

Children freely choose their favourite toys from a wide range of resources and learning opportunities available to them. The indoor environment is suitably organised to ensure the educational programmes cover the areas of learning. Staff provide children with interesting activities that provide appropriate challenge and they are confident to try out new skills when they feel able. They each have a cushion to sit on for story, songs and group time and this encourages their good behaviour, concentration and engagement. Children have daily access to a shared outdoor play area. Here they experience a wide variety of learning opportunities that include a large sand pit, offering collaborative play and scientific exploration, dens, ride on toys and balancing ropes. This area is a particular favourite and children use the balancing ropes and climbing frame with confidence and skill. However, the organisation of the outdoor space does not encourage children to fully

explore this area. Children benefit from free outsourced activities that provide challenge and new learning experiences. They take part in yoga, zumba, drumming, French and drama classes, for example. Parents comment that these classes are an 'asset to the nursery'.

Children enjoy singing and are skilled at joining in with songs that support routines such as washing hands and tidying away toys. They laugh and delight in offering children's names whilst clapping in time to the song. Children are learning about sorting and space and staff offer children opportunities to be helpers of the day at meal times. For example, they give clear explanations about what equipment they need to set the tables. Children take pride in finding resources and arranging the area in readiness for meal times.

Parents provide information about their child on entry and staff inform them of their child's progress on a daily basis. Some children are new to the nursery and staff are starting to make observations and assess starting points in their learning and development. Observations are recorded and used to identify and track children's stages of learning. Staff carry out detailed two year old checks that provide parents with a clear picture of the child's development and needs, offering support where progress is less than expected. Children progress well overall, but not all staff use clear teaching methods with open ended questioning to support children's progress, however. Children who speak English as an additional language are not provided with opportunities to develop and use their home language in play and learning.

The key person system is effective in building good relationships with children and parents. They understand about the role of the key person and are confident to share information from home. Staff know the children well, have formed good relationships and provide for their individual needs. Therefore, children are comfortable and happy and enjoy staff joining in their play.

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

Children freely access the outdoor play area and this supports their health and wellbeing. However, staffing levels are not always maintained and this impacts on the nursery's ability to support activities effectively. The indoor learning space offers accessible low level storage containers and open plan layout. Access to the nursery is by buzzer only, monitored by close circuit television system that offers security and safety of children, staff and parents.

The key person system enables children to form secure attachments with staff resulting in children feeling settled and secure in the nursery. Systems are in place to help new starters settle quickly into the nursery, resulting in children separating from their main carer with ease. In the baby room staff provide support for the babies' who need a lap for a cuddle or someone to help with nappy changes. However staff have no specific baby training that addresses the developmental needs of babies and this is a breach of requirement. . Clear notices in each room, show the names of the key persons and routines that promotes partnerships. Families benefit from a flexible settling in procedure

that responds to the needs of the individual child and family.

Fresh drinking water is available at all times, though some water containers are awkward to lift and do not encourage children to pour their own drinks. All children enjoy a hot meal each day, freshly prepared by the hospital kitchens. Children display good self-help skills at meal times and serve their own food. They understand the importance of washing their hands before meals and after using the toilet and need few reminders. Behaviour is a key area in this nursery, children show respect for each other and their environment. They play well with friends, display good behaviour and have developed a rules board that helps them learn about being kind towards one another and taking care of toys. Regular praise and encouragement offered by staff promotes children's self-esteem and independence. Children learn about keeping safe when they practice fire drills each week and help tidy away toys before meal times. Children learn about healthy eating through cooking activities, and growing vegetables. They visit local shops and parks to understand more about the world around them.

Children are encouraged to develop their personal independence in readiness for school. For example accessible clothes pegs help children hang their coats with little help. Children select their name for self-registration and place into a group pocket in readiness for activities.

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

Arrangements for safeguarding children's well-being are satisfactory and the nursery ensures staff are suitable to work with children. The management have effective policies and procedures in place for administration of medicines and there is a robust sickness policy that clearly states that children on a course of antibiotics must remain at home for the first 48 hours of course. The manager has developed an action plan that ensures that all staff has regular safeguarding and first aid training. They understand the need to provide a safe play environment for children though some areas are untidy, and cluttered with equipment. The qualified manager has a vision for the nursery which is shared with the staff through regular supervision. The manager works closely with several support staff from the local authority and the development unit at the hospital, actively seeking advice and guidance and acting upon improvements for the nursery.

The management assess what they offer children and their families through parent consultations, parent questionnaires, and staff meetings so they can accurately identify areas for improvement. The management understands the importance of offering children more opportunities for mathematical learning in the outdoors and has organised staff training. They will then delegate different areas of the outdoors for staff to monitor and maintain to support children's learning. Staff development is supported through regular appraisals and supervision by management. The expectation that staff attend courses and gain additional qualifications has resulted in higher qualifications from senior staff.

Since the previous inspection the management have addressed some of the weaknesses.

As a result there are more organised resources that are readily accessible to children and improved daily routines around sleep and snack times. The recently completed Early Years Foundation Stage framework training has meant that staff have an understanding of how to support each individual child's developmental pathway. The action plan takes into account the views of the staff and parents. As a result, the manager has identified areas for improvement. This includes a children's lending library, that support children reading with families and a child friendly 'keeping safe, staying healthy' document that assesses risk in the environment.

In preparation for transition to school, staff talk to children about what school will be like. Before a child leaves, the key person gives the family the learning journey folder to share with the school teacher to aid continuity.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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

<b>Unique reference number</b>	EY261387
<b>Local authority</b>	Southwark
<b>Inspection number</b>	909338
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	72
<b>Number of children on roll</b>	62
<b>Name of provider</b>	Kings College Hospital NHS Trust
<b>Date of previous inspection</b>	24/06/2009
<b>Telephone number</b>	02032995358

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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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