

Wycombe Hospital Day Nursery

Queen Alexandra Road, High Wycombe, Buckinghamshire, HP11 2TT

Inspection date	27/06/2013
Previous inspection date	22/09/2008

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- Staff know the children well and provide an exciting environment where children learn and make good progress.
- Children follow their interests in a spacious and imaginatively resourced play environment both indoors and outdoors.
- Conversations between adults and children help promote inquisitive learning and help children and babies to develop confidence in their communication.
- Children find out about the environment, asking questions and exploring for themselves.
- Children and babies are active learners and are well-motivated to have their own ideas.

It is not yet outstanding because

- Partnerships between the nursery and local schools do not fully prepare children for the move into school.

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 children, activities and facilities during the morning, at lunch and after lunch.
- The inspector interviewed the deputy manager and spoke with room leaders and all staff.
- The inspector sampled policies and documents, including children's records.
- The inspector listened to feedback from staff and parents.
- The inspector conducted a 20 minute joint observation with the deputy manager.

Inspector

Christine Malone

Full Report

Information about the setting

Wycombe Hospital Day Nursery opened over 35 years ago and operates from premises situated within the grounds of Wycombe Hospital in the centre of High Wycombe, Buckinghamshire. The nursery primarily serves children of staff employed by the Buckinghamshire Hospitals NHS Trust. Places are also offered to children living in the local area. The provider is on the Early Years Register and is on the compulsory and voluntary parts of the Childcare Register. The nursery is open from 7.15am until 6.00pm each weekday, all year round except bank holidays and staff training days. There are currently 29 children in the early years age range on roll. The setting receives early education funding for children aged three and four year olds. There are nine adults currently working with the children. Of these all hold appropriate early years qualifications and one is also working towards a further qualification. There is one support staff member who helps at lunchtimes. Children are cared for in four main playrooms with separate sleeping facilities, two kitchens and a central bathroom. A secure garden area is available for outdoor play.

What the setting needs to do to improve further

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

- develop further the arrangements for sharing information and for preparing children for their move to school .

Inspection judgements

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

Staff know children's individual characters very well and babies and children make good progress in their learning. A reassuring and yet varied routine enables children to follow their interests, participate in group activities and enjoy playing in the spacious indoor and outdoor spaces without getting bored. Staff use nationally recognised quality programmes which help them focus on different areas for development. For example, they develop the play environment to best meet children's needs.

Each key person carries out regular observations of their children's learning and shares this with other staff in the room. They use this information to provide enjoyable and challenging activities both indoors and outside. This process ensures all children are able to make good progress in their learning and development. All staff use the nursery's relatively new assessment system to record each child's current stage of development, and this system is supported by observations of children and previous assessments. Children's next steps in learning are accurately planned and implemented because staff

know individual children very well. Two year-old progress checks are completed as required.

Staff take a great deal of care to support children through moves in the nursery and this helps children's individual learning needs to be met. There is a handover of information between the current and the proposed key worker which ensures all relevant information travels with the individual child and each child's needs are met. Babies just starting to attend are able to build up time in the nursery until they are confident to participate in the routine of a full day. Children moving from one age group to another do so gradually, which helps all children to be well-prepared for their next stages in learning. The oldest children experience a vibrant learning environment which encourages them to be ready for school. Although children visit their new schools independently, and learning records are carefully prepared for the receiving schools, this is not yet a two-way relationship.

Staff have high expectations of children and encourage them to develop a mature approach to learning. Children are keen to find out more about mini-beasts and are able to use their magnifying glasses in an unhurried and enjoyable quest to discover more creatures lurking in the flower beds, herbs and bushes. Children are supported to become active learners and are encouraged to solve problems themselves. For example, they are encouraged to solve outdoor mysteries with the holes that they spot in leaves as the clue. Babies experiment with talking on telephones and nappy changing is used as an opportunity to ask younger children questions and to listen to their answers. Older children mix cold and warm blue and red water to see what happens.

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

There is an effective key person system in place which supports children and parents. Babies and children form strong attachments to the attentive and thoughtful staff team which helps them separate appropriately from their parents. Children explore and take risks within the safe learning environment, Staff remind them when they are not sitting safely on a chair or a bike. This helps children learn to keep themselves safe.

There is a wide range of resources, both indoors and outdoors, which enables children to explore and develop in all areas of learning. Children are extremely well-engaged in activities, making choices and selecting resources to move to different areas. Staff follow the children's lead and provide additional resources if they become aware of different interests to maintain children's engagement. All resources and activities are risk assessed and each room has suitable toys for the age of children attending.

Children learn about healthy lifestyles and keeping themselves safe. For example, they discuss whether to wear sunhats or use sun-cream on a summer day when they will spend time outdoors. Staff emphasise the value of exercise and fresh air and as a result children are keen to go out and about. There are frequent outings to local parks and babies are taken for walks round the wider community of the hospital. Staff provide nutritious snacks and meals which help children learn about healthy eating. Children of all ages are able to serve themselves including the youngest children who feed themselves with gusto using

appropriate cutlery. Children manage their own personal needs using tissues to wipe their faces after lunch and disposing of them correctly. Children have quiet time after lunch which helps them to be refreshed for the afternoon activities.

Members of staff demonstrate insightful ways to manage children's behaviour so that experiences are exciting without being overwhelming or disruptive. Children 'zoom' eagerly around the garden while participating in singing sessions and spontaneously return to sit quietly on their log seats, eager to continue the singing game.

The strong care practices mean that babies and children are able to be comfortable and confident in the nursery. Parents speak highly of staff members who keep them well-informed about their children's care and learning.

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

The management team understand their responsibilities in meeting the legal requirements of the Early Years Foundation Stage. They ensure that staff maintain robust practices in the nursery to keep children safe. Accurate records are kept and regular supervision of staff takes place to ensure their continuing suitability. Staff fully understand and implement the safeguarding policies and procedures. A robust mobile phone and camera policy is effectively implemented in the nursery to protect children.

Staff undertake training provided by the NHS Trust including e-learning and face to face opportunities. As a result the experienced staff team are also knowledgeable about keeping children healthy and safe. Regular staff supervision also allows staff to suggest training that they would find helpful to further improve children's learning. The nursery staff team fosters a spirit of reflection and support to give the children the best possible experience. The nursery has taken advantage of opportunities to improve, for example through quality assurance audits of the environment, and through staff and parent questionnaires leading to actions and changes which benefit the children.

There are effective systems to monitor children's learning. Regular observations are used to assess children's progress and plan for their individual learning needs. This information is shared with parents to involve them in their children's learning. Although there are no children currently attending the nursery with additional needs, staff know how to accelerate development if needed, and offer high levels of individual attention to children and babies. Partnerships with local schools are still being developed and nursery staff are keen to strengthen these links to benefit children's smooth start in school. Parents speak very positively about the nursery, particularly the way in which it provides accessible childcare for them when they work in the hospital. Staff greet parents warmly and understand when they need to hurry to work.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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	EY260985
Local authority	Buckinghamshire
Inspection number	843517
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	47
Number of children on roll	29
Name of provider	Buckinghamshire Hospitals NHS Trust
Date of previous inspection	22/09/2008
Telephone number	01494 42 57 57

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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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