

Kings College Hospital Day Nursery

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

Inspection date	24/09/2013
Previous inspection date	02/05/2013

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

- Children enjoy strong relationships with staff. Therefore, they are keen to learn and rapidly grow in self-assurance.
- All children are confident in communicating with the staff and each other. As a result, children's vocabulary is developing in line with the developmental milestones.
- Staff support children's learning well. Therefore, children are making good progress from their starting points.
- Leadership and management of the setting are good. Consistent practices are in place to monitor practice and ensure that children are able to progress well.

It is not yet outstanding because

- Staff are inconsistent in supporting children with their independence at mealtimes. Therefore, at times, children do not have opportunities to do things for themselves.
- Organisation during some mealtimes means children wait for long periods, which can result in them becoming restless.

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 activities in the main playrooms and the garden.
- The inspector spoke with the manager and staff at appropriate times throughout the observations.
- The inspector looked at children's learning journeys, planning documents, the self-evaluation and a selection of policies and procedures and children's records.
- The inspector also looked at staff suitability recorded, risk assessments and checked on ratios and staff deployment.

Inspector

Rebecca Hurst

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 54 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 16 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 qualification at level 3 to level 6. The manager holds a level 6 qualification. An administrator supports the management.

What the setting needs to do to improve further

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

- revise the organisation around mealtimes to reduce the amount of time children spend waiting
- support children's independence skills by allowing them to do more things for themselves at mealtimes.

Inspection judgements

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

Children are happy and settled in the care of the staff. They have secure bonds with the staff, which build their self esteem and their confidence. Children enjoy snuggling up to staff for cuddles, reassurance and support. Staff effectively use stories, nursery rhymes, explanation and praise to help develop children's communication and language skills. For example, children of all ages enjoy looking at books and readily choose their favourites to read with the staff. Staff ask children useful questions about what is happening in the books. This allows them to think about the answers and older children use descriptive words to describe the story lines. This further enhances their language skills.

Staff plan meaningful activities, which are effective in helping children make good progress with their learning and development. Staff use the children's next steps in learning, their interests and views from the parents to plan effectively. Staff track the children's progress using development milestones. These are also used successfully to see if children require any support with their learning and development. Progress reports and the required progress checks for two-year-old children are shared with the parents so they can see the progress their children have made. Given the children's starting points, they are making good progress and are gaining the skills they will need for their future learning.

Staff effectively teach children about different festivals and celebrations from around the world. This helps children to develop their knowledge and understanding of diversity. Staff support children well with new emerging skills such as walking. They make sure floors are kept clear to allow young children to practise this new skill.

Younger children thoroughly enjoy exploring the outside play areas and are supported well by the staff to enhance their learning and development across all areas of learning. Children enjoy playing in the sand pit and staff show them how to build sand castles. This enhances the children's physical development well through using shovels to fill up the buckets and to turn them over to make the castles. Older children are taught well by knowledgeable staff. They ask effective questions, which encourage the children to think about what they are doing. For example the children and staff discuss the fog that appeared early in the morning and how the sun coming out made the fog disappear. Children also thoroughly enjoy learning about the changes in seasons and making different versions of hedgehogs out of cupcakes and papier mache. This allows the children to progress across all the learning areas as the activities are well-planned and adapted to meet children's individual needs.

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

Staff work with the parents and children effectively to settle them into the nursery. They familiarise themselves with children's interests and use these to settle children in. Staff help to prepare children well for school. They teach children how to dress and undress and the routines they will have when they start school, which helps to prepare them well for this move.

Children learn about keeping safe through the staff's effective support. For example, they

teach them about tripping hazards, make sure children are kept safe when moving between play areas. Staff also supervise the children well during the sessions so they can play in a safe learning environment. Children participate in regular fire drills. This helps them to understand what to do in the event of an emergency.

All mealtimes are social occasions where children sit and talk about play and what they have been doing at home, with the staff. For the younger children staff sit with them and support their emerging independence skills. However, in the open plan room staff serve the children's meals and pour their drinks. As a result, at times, children do not have opportunities to develop their independence skills fully. Also, the organisation in some rooms at mealtimes leaves children waiting for long periods whilst they move from circle time to mealtimes. As a result, some children start to get restless. Children have daily opportunities for exercise in their garden areas, which promotes their physical development well.

Staff use resources well to promote all areas of learning. The resources are all stored so that children of any age can freely choose the resources in their room, to further enhance their learning and development. This also helps to promote the children's independence skills. All staff are consistent in their approach to behaviour management and deal with children's behaviour well. They take time to talk to children about the importance of sharing and working together. Given the children's ages and stages of development they behave well.

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

The manager is fully aware of how to meet the safeguarding, welfare and the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. Staff have a secure knowledge of the safeguarding and child protection arrangements and know who report to if they have a concern about a child. The inspection was carried out following concerns relating to the safety and supervision of children, accidents and injuries, and risk assessment. The inspection found that an incident occurred where a child sustained an injury to a finger in one of the rooms through a lack of risk assessment. However, staff were supervising children and a first aid trained member of staff cared for the child following the incident. The manager has taken effective action to ensure this does not happen again and all staff have been retrained on their health and safety knowledge. Detailed risk assessments are in place to enable children to play in a safe learning environment. Robust recruitment procedures are in place to check the suitability of staff working with the children. All staff are appropriately vetted and the relevant details are recorded and logged to show when checks were carried out. As a result children are cared for by suitable staff.

Staff work closely with the parents and they regularly share information with them about the progress their children are making. Staff provide daily feedback and work with them if they have any concerns about their children's development. Staff also work closely with other agencies that are involved in the children's care. This provides continuity of care and

learning for the children.

Staff plan and provide a good range of experiences for children in all areas of learning and they monitor their progress well. As a result, children make good progress. The provider's self-evaluation process is good. Staff involve the parents by gathering their views on the service they provide. They also assess the activities to make sure they are meeting the children's individual needs. Staff use the children's participation in activities to gauge their interests and what needs adapting to further meet their individual needs. Staff are responsive to the users of the service that they provide.

Staff have regular appraisals. This allows the manager to keep track of staff development and to promote their training needs. Staff attend regular training to enhance practice and promote children's learning and welfare. They are encouraged to enhance their own development through ongoing further education. The three nurseries that work together share their knowledge through the use of staff champions. They go in to help and support the staff with areas that require improvement. Staff are effectively deployed around the nursery to maintain ratios and to keep children safe. Staff evaluate the planning to make sure it meets the learning and development needs of the children that attend. All staff are fully involved in all aspects of self-evaluation to bring about the best possible outcomes for children.

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	EY261387
Local authority	Southwark
Inspection number	934733
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	45
Number of children on roll	54
Name of provider	Kings College Hospital NHS Trust
Date of previous inspection	02/05/2013
Telephone number	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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