

# The Hospital Day Nursery

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

<b>Inspection date</b>	26/09/2013
Previous inspection date	25/03/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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

- Children are effectively safeguarded. All staff are well informed about child protection issues and the premises are safe. The management team ensure that all staff fully understand how to keep children safe and follow all necessary guidelines.
- Staff know children well and the key person system is effective. As a result children's individual needs are met well and children are happy and confident.
- Children are progressing well in all areas of learning relative to their starting points.
- There is regular sharing of information between parents' and other professionals which helps to promote children's care and learning needs.

### It is not yet outstanding because

- Staff do not use all possible opportunities to enhance young children's vocabulary to thoroughly support their communication and language development.

## 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 observed children in the playrooms.
- The inspector held meetings with the manager and spoke to the members of staff and children during activities.
- The inspector completed a joint observation with the manager of the setting.  
The inspector looked at a sample of children's progress records, daily communication diaries, planning documentation and operational files consisting of policies, attendance registers, risk assessment, staff qualifications and suitability documentation.
- The inspector considered the views of parents spoken to on the day of the inspection.

## Inspector

Marvet Gayle

## Full Report

### Information about the setting

The Hospital Day Nursery registered in 2004. It is one of two 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, 15 hold a National Vocational Qualification (NVQ) in childcare to level 3, and six 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 methods that staff use to develop the vocabulary of younger children

### Inspection judgements

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

Children are happy and eager to learn. They progress well relative to their starting points. The staff know the children well and meet their individual needs effectively. Children enjoy the activities on offer and are given choices about what they would like to take part in. This helps to promote children's independence and encourages them to make choices. However, at times staff do not take all possible opportunities to support the development of children's communication and language. For example, they do not always fully extend children' language by introducing new words wherever possible.

Children take part in a balanced range of both adult led and child led activities. For example, an adult led painting activity in the baby room, enables the children to explore and enjoy the texture of paint as they develop their hand coordination. The children can take their pictures home to enable them share their work with their families. The children enjoy looking at books alone and together with the staff. They listen to stories that they choose themselves and staff encourage them to recognise colours and shapes in the pictures. This supports the children's language development and mathematical awareness.

Children in the pre-school enjoy playing on the computer as they explore with letters and

sounds to make different words. This encourages older children to link letters and sounds, to support their literacy development, preparing them for future learning. The children enjoy this activity as they eagerly take part and staff use this opportunity to ask many questions to help children think and problem solve for themselves.

The staff encourage children's imagination as they enjoy playing in the home corner and dress up during role play games. They interact well with the member of staff who gives the children time to develop their play and waits to be invited in to help. The children effectively share, take turns as they listen to each other and answer each other's questions, respecting each other's opinion. This supports children's confidence and emotional security. Children have easy access to writing materials and are beginning to make their own marks as they develop their early writing skills. Children in the pre-school room take pride in their work and confidently show each other what they have done. They put their work away ready to take home. This underpins children's confidence. Staff actively develop children's knowledge of diversity in the community and resources are balanced and easily accessible to all children.

Parents are actively encouraged to be involved in their children's learning. For example, the nursery hold parents' mornings where parents can see their children's progress records and share information with their children's key person. Staff also seek parents' feedback about how the nursery is performing and what the staff can change to further meet their children's needs. These systems are effective at helping parents to be fully involved in their children's learning and development. Parents comment that they are happy with the progress their children make in their learning and development. They say that their children are 'really settled and happy at the nursery' and comment particularly positively about the approachability of staff and management.

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

Children demonstrate that they feel safe and secure in the nursery. As a result they are confident and eager to learn. The key person system works well and good relationships between children and their key person are developed. The staff show warmth and care towards the children as they interact together. As a result, children enter the nursery happily and the staff successfully help prepare them for their future learning, for example, moving on to school.

Management and staff consistently review security procedures, to help promote the safety of children at all times in the nursery. Children understand the rules of the setting and are well behaved. They interact well with their friends and learn about sharing and taking turns, supported by staff. For example, staff praise children's behaviour as they play by saying, "I like the way you are playing with each other" explaining what they are doing well, and as a result they support the children's self-esteem.

The staff are effective in promoting children's understanding of good personal hygiene procedures. They actively encourage children to wash their hands before eating and after using the toilet. Staff encourage children's independence well during mealtimes, as they

use a spoon and fork to feed themselves. The children understand they need a bib on before eating and staff encourage them to try to put them on by themselves. The nursery is clean and tidy and well-maintained to support children's wellbeing and safety. There are effective procedures in place to manage any accidents in the nursery and staff are appropriately trained in paediatric first aid to promote children's health. Children enjoy regular time outside every day. They enjoy being able to explore the outside play space where they can, run, balance and ride bikes. The children have the opportunity to take part in additional activity such as 'Sporty Star' where they have a go at a range of physical activities. This helps to support children's understanding about healthy lifestyles and helps them learn about the world around them.

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

The safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage are clearly understood by the staff and management team. They meet these well, as the staff provide a warm, caring environment for the children in their care. Staff promote children's safety effectively in the nursery. For example, they carry out detailed risk assessments. These are audited and staff are informed of the outcome so that they can make changes to improve the safety of children. Staff have reorganised rooms to improve child supervision following these risk assessments. As a result, staff are deployed successfully and promote children's safety. Also, staff regularly practise fire evacuation procedures with children. This helps to promote children's safety when at the nursery and encourages them to understand how to manage their own safety.

The nursery has a thorough safeguarding policy and all staff have a good knowledge and understanding of this. They review it on a regular basis at staff meetings. Staff are able to confidently explain what they would do if they were worried about a child. The named person in charge of safeguarding in the nursery is able to provide guidance and support to the rest of the staff team where necessary. Staff are deployed well across the nursery and staff understand and meet staff to child ratios so that they can maintain children's safety.

The management are responsible and keep up to date with changes to The Statutory Framework for the Early Years Foundation Stage. For example, they have updated all policies to reflect recent changes. There are good recruitment and induction procedures in place and as a result, all staff vetted suitably to work with children. Management use staff meetings and training to help with staff professional development. This means that staff are motivated to provide good quality childcare and children benefit from strong care and education.

The staff and management understand their responsibilities to meet the learning and development requirements. The staff complete detailed observations and assessments of the children in their care and consequently they are able to identify children's next steps and plan for their future learning. The management have carried out effective evaluations of practice. As a result the management have clearly identified areas for future development.

Good partnership working is in place to support continuity of care for all children. Staff share regular information with parents to involve them in their children's care. Staff use regular newsletters, a home communication book, and verbal exchanges of information to keep parents informed about their child's progress. Parents said they "are very happy with the care provided and the information shared" with them. Parents are invited in to the setting regularly to share information. The well-established settling-in period ensures that children have the opportunity to settle quickly and parents are able to feel confident that their children are happy before leaving them.

## 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>	EY286427
<b>Local authority</b>	Bexley
<b>Inspection number</b>	937168
<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>	60
<b>Number of children on roll</b>	109
<b>Name of provider</b>	Drunel Ltd
<b>Date of previous inspection</b>	25/03/2013
<b>Telephone number</b>	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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