

# Guys Hospital Staff Day Nursery

Guys Hospital, St. Thomas Street, London, SE1 9RT

<b>Inspection date</b>	23/10/2013
Previous inspection date	13/06/2011

<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

- The key person system is used well to support all children attending, including those with additional needs. This ensures that all children are making good progress in their learning and development.
- Leadership and management are good. Managers work well with parents and others to secure improvements.
- Staff use regular and precise assessments to plan a range of activities that support children's development in all areas of learning.
- Staff provide good support for children when they go through changes, such as changing group rooms or moving on to school. This means that children are physically and emotionally ready to progress to their next stage of learning.

### It is not yet outstanding because

- Although children generally acquire good literacy skills, staff do not always teach children the sounds that letters make to help them learn to link these together.
- Children do not consistently have good opportunities to investigate technology resources, such as the computer, each day.

## 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 involving children and staff.
- The inspector spoke to parents to find out their views of the nursery.
- The inspector carried out a joint observation with the deputy manager.
- The inspector sampled children's profiles and assessments.
- The inspector interviewed the managers and sampled documentation including evidence of staff suitability and policies and procedures.

## Inspector

Debra Davey

## Full Report

### Information about the setting

Guy's Hospital Staff Day Nursery registered in 1994 and is run by the Guy's & St Thomas' NHS Foundation Trust. The nursery is open weekdays from 7am to 7pm all year round and is located in Henrietta Raphael House, which is adjacent to the main hospital in the London Borough of Southwark. There are three separate group rooms with toilet facilities, a sensory room, kitchen, staff room and office. All rooms have direct access to an outside play area. There are currently 55 children on roll in the early years age group who attend on a part-time or full-time basis. The nursery is in receipt of funding for the provision of free early education for children aged three and four years. The nursery currently supports children who are learning English as an additional language and children with special educational needs and/or disabilities. The nursery employs a staff team of 14 including the manager and a deputy. All staff hold appropriate qualifications and one member of staff holds a foundation degree.

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

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

- further develop children's literacy skills by consistently teaching children the sounds that letters make
  
- encourage older children to use the computer and other technology resources to develop their understanding of information, communication technology.

### Inspection judgements

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

Staff care for children well and respond to their individual needs effectively. This builds children's confidence and self-esteem. Each child has a key person and a buddy key person and this works well to support new children who are settling. Staff interact well with children to help them feel secure and comfortable. They use a good variety of methods of communication including pictures and visual clues to support children's developing language skills. Children are nurtured because staff know them well and plan for every child. For example, they support children who are learning to speak English, where possible, by providing a key person who speaks their home language. This helps children settle and enjoy their learning in an inclusive environment.

All children are making good progress in their learning and development. Staff carefully

record their progress and plan a range of interesting activities for children to choose from. Children enjoy messy activities with good support from staff who understand how they learn. For example, children enjoy making their own play dough and counting how many halves and quarters of pizza they have made. They develop their small muscles as they use cutters and rollers to shape the dough. Staff provide sand and water play indoors and outside for children to develop their fine muscle skills. They enjoy searching for letters in the sand and finding the letters of their name, although staff do not always explain the sounds of the letters to help them link the two together to support their literacy skills. However, children make good overall progress in literacy because they have a love of books and stories. They practise writing in the role-play area to make shopping lists and menus. Areas are clearly labelled to help children learn about print in different languages and that it carries meaning, which also supports their literacy development. Staff read favourite stories to them regularly and children can predict what comes next, developing good thinking skills. They are keen to draw and paint to express their creativity and older children write their own names and letter shapes with confidence. They learn to count through games, stories and rhymes, which supports them to gain the necessary skills for their future learning.

Children enjoy physical play to help them develop small and large muscles when playing outdoors and even very young babies use a range of natural materials to explore and learn through their senses and exploration. There are good resources for older children to explore communication technology, such as a computer and tape recorders. However, staff do not make the resources freely available for children to explore and develop their skills using them every day to develop their understanding of the technological world around them.

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

Staff do everything they can to find out and support the individual needs of the children. This means that all children settle through the use of good care routines. Babies show that they are very content and happy. They play with their carers and enjoy close cuddles, which makes them feel emotionally secure. Older children can help themselves to drinks during the day to support their good health. Snack times are fun in the pre-school because children help themselves from a 'fruit stall'. They then sit with their friends and talk about the number of grapes they have today. This interest in fresh fruit encourages children to adopt a healthy diet and lifestyle. Mealtimes are social occasions because children sit together and talk to staff. Children enjoy their meals and staff are very careful about meeting their individual dietary requirements. This helps them to keep children safe.

Staff are consistent in their approach to managing children's behaviour. They offer clear explanations to encourage children to think and help them learn consideration for others. For example, they learn to share and take turns when they play with a giant parachute. This large group game helps them develop their social skills as well as their big muscles as they move safely around others. Children's emerging independence helps them to develop their skills for the future. They learn about healthy foods and to use the bathroom independently. They serve their own lunches and know how much food they would like.

Even quite young children help to tidy away the lunch trolley with adult support. Staff encourage the children to play in the outdoors both in the nursery and on outings to the local park. This means that children are learning health and self-care as part of their physical development. The care of children with special educational needs and/or disabilities is good. The sensitive support provided by staff means their individual needs are met well and they are included.

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

The managers are fully aware of their responsibility to meet the requirements of the Statutory Framework for the Early Years Foundation Stage. They ensure that the staff team has a good understanding of child protection and safety through attending ongoing training. Consequently they confidently safeguard children's welfare. There are robust systems in place for checking staff's suitability to work with children before they start to work in the nursery. Managers know who they should report to if they have any concerns about a child's welfare. This means that they know what to do if they suspect a child is at risk from harm. Regular risk assessments also take place to support the children's safety in the nursery and on outings. There is a trained representative for health and safety who ensures that all staff are aware of their responsibilities in protecting children's well-being.

The manager and her team work with the early years advisor from the local authority to monitor the learning and development requirements. Children's learning profiles are accurate and rigorous. They monitor children's development consistently well to ensure all children make good progress. This includes careful planning to make sure children are supported during times of change, both within the nursery and in the learning community. Managers carry out staff supervision sessions and appraisals to identify and monitor their performance and identify any training needs. This ensures that staff are continually updating their knowledge and skills to support good outcomes for children.

Partnerships with parents and other professionals are good. Staff work collaboratively with parents to keep them informed and engage them in their child's learning. They work closely with professionals to provide early intervention when required. This helps to close gaps for children who may otherwise be disadvantaged. Staff use self-evaluation well to plan for improvements and to monitor the care and education for all children. This means that children are rapidly gaining the skills they need to move on to school and the quality of the nursery provision improves.

### **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

<b>Unique reference number</b>	107440
<b>Local authority</b>	Southwark
<b>Inspection number</b>	937424
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	42
<b>Number of children on roll</b>	55
<b>Name of provider</b>	Guys & St Thomas' NHS Foundation Trust
<b>Date of previous inspection</b>	13/06/2011
<b>Telephone number</b>	020 7407 2591or 0207 188 1677

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.



The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

