

# The Hospital Day Nursery

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

<b>Inspection date</b>	28/10/2013
Previous inspection date	26/09/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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 partnership with parents is very successful and effective in ensuring children benefit from continuity of care and learning.
- The staff team are deployed very effectively and are able to consistently meet children's individual needs.
- Good efficient use of the self evaluation process ensures managers can implement improvements effectively.
- Overall, the layout of the nursery provides children with stimulating and exciting activities and resources for children to choose from and enjoy.

### It is not yet outstanding because

- Although there are opportunities for children to enjoy imaginary play, staff do not always make the most of role play activities and resources.

## 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 interviewed the nursery manager.
- The inspector had a tour of the premises with the nursery provider.
- The inspector observed and spoke with staff and children and sampled relevant records and other documentation.
- The inspector fed back the inspection findings to the provider of the nursery.

## Inspector

Mary Vandeppeer

## 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:

- review the range of resources available to challenge children to further develop their imaginary play.

### Inspection judgements

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

The provider, management team and staff work very effectively together. This helps to ensure children experience a stimulating and interesting range of activities. These are adapted well to suit their individual stages of development. The indoor area provides a varied and exciting place for children to explore and learn. Although the children are able to enjoy and benefit from some role play opportunities, the adults do not always provide the resources to consistently promote children's imaginary skills. Outdoor play areas are age appropriately planned and resourced, providing all the children with a readily accessible, stimulating environment outside.

The key persons at the nursery plan activities based on their thorough knowledge of the individual needs and interests of the children in their group. This means adults plan and provide activities that engage children in their learning. Future planning is influenced by observations regularly carried out and from identified next steps in children's learning. Staff record and monitor observations and this helps to ensure every child makes good progress in all areas of learning. They record children's achievements routinely in their observation and development folders and this enables them to see children's steady

progress. Photographs and some of children's own work is used to support the written observations. Key persons ensure these folders are readily available to parents. Staff seek children's views when reviewing and planning future activities. For example, the two and three year olds have shared that they would like to make a castle after the jungle activity is dismantled. They also enjoy extra focussed activities, such as ball skills and French. Photographs show how the children enjoyed watching real chicken eggs hatch earlier in the year. These help provide children with a wider view of their world.

The key persons are skilled in their development of effective individual play plans for children with special educational needs and/or disabilities, to ensure they receive the right support. Adults show a good understanding and sensitivity in their interaction with all children. For example, this is evident in how they encourage and promote children's speech and language skills. Children who have English as an additional language benefit from this attention. It results in children making good progress in their communication and language development. Adults strive to make all children's learning fun. For example, they provide good interaction to children during story time, using props to involve them fully. Children are eager to learn and show their enjoyment in the wide range of play opportunities on offer. These help give children confidence in learning new skills and in their physical abilities, as well as providing them with new challenges. All adults are clear that they must be good role models for the children in their care. The very young children are learning to take turns and respect others by engaging in activities that promote this. The various age appropriate resources and equipment available help children become confident in their coordination and physical capabilities. Adults display skills in their support of children's involvement in their play choices. They observe and question what the children are doing. Adults also make sure they provide creative resources and everyday items to stimulate children's imagination. Different interactive games and colourful wall displays help promote children's knowledge of shapes, letters and numbers. Children are also learning how important it is to listen and share.

Adults make sure they find out about children's cultural and family background from parents. They encourage children to talk about their home life and favourite things. This means children are helped to feel secure and have a sense of where they belong. They can make independent choices on how they spend their time in the nursery. The adults strive to ensure there is a balance of adult led activities and child initiated play, promoting their increasing independence. Children are encouraged to talk about what they have done, seen and heard and ask questions. Children show they are learning to negotiate when they play together. For example, when they are outside on the larger play equipment. This enables them to learn how to communicate effectively with others and gives them further confidence in their speech. All children are encouraged to recognise their own name, such as with self-registration. Older children have opportunities to show their understanding of letters and words, by attempting to write their names. Younger children can practise their emerging mark making skills, as they use resources such as sand play and painting. Children develop skills across all learning areas as they benefit from the stimulating indoor and outside play opportunities throughout the day. Children clearly enjoy their time at the nursery, achieving and developing the skills they need for their future learning.

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

Management and staff show they are able to contribute effectively in the safeguarding and well-being of all children at the nursery. Adults display a very good understanding and sensitivity towards the children making sure they feel valued and secure. This is an important part of the relationships children have with those who care for them. Children are always well supervised by adults, who offer them good support in their play. This means children are able to progress successfully and effectively in their learning. The adults also provide good support for children with special educational needs and/or disabilities. They act promptly and efficiently on advice from parents and other specialists. The effective processes that are in place mean that management and staff can adapt, improve and provide activities to meet children's varying needs. They also work extremely close with parents and other carers, such as grandparents. This results in highly effective information sharing and helps support children's emotional development very well. All children clearly enjoy being at the nursery. They show confidence in the adults who respond appropriately to their individual needs. This is evident at all times, but is especially displayed in how children with special needs have settled in and know the routine of the nursery. The key persons give these situations their full and experienced attention, helping make any changes easier for children to deal with.

The nursery employs a cook to prepare meals and snacks. Children benefit from the varied, nutritious and freshly prepared food. They learn about healthy eating as they enjoy balanced meals and snacks of fruit, with water or milk to drink. There is an established and effective risk assessment system in place. Adults work hard to ensure children are cared for in a healthy and safe environment. Children are also able to learn how to keep themselves safe in an emergency, for example, they regularly practise evacuating the building. Children behave very well, developing their personal and social skills by playing and eating together in groups. Adults are also able to provide the required support and supervision that allows them freedom in their play. Children are also encouraged to take on new challenges, promoting their confidence and self esteem. These practices mean children are well prepared for the next transition in their lives.

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

There are clear and effective arrangements in place, to implement the requirements of the Statutory Framework for the Early Years Foundation Stage. All adults show they have a good understanding of the local Safeguarding Children Board procedures and are secure in knowing how to respond if they ever have concerns about a child in their care. The provider ensures any new staff are properly checked and vetted as suitable to work with children. Many of the adults employed are qualified to level 3, with most of the others having qualifications at level 2 or working towards a higher qualification. The provider and deputies have also achieved level 3 in management skills. There is a robust recruitment process in place, which is constantly being reviewed and improved. In addition to this there is an efficient and effective staff monitoring, supervision and appraisal system in place. This supports their knowledge on how to provide good facilities, support and

experiences for all children and their families. Risk assessments are carried out on a daily basis and any hazards found are made safe. The provider and deputies display a good understanding of the ratio and space requirements. The numbers of children and adults in each care room is carefully monitored, to ensure they are always within the legal requirements.

The recently improved and effective self-evaluation process is continuous and efficient. There are reflective practice and evaluation systems in place throughout the nursery. These, along with frequent staff meetings and parental feedback, can identify and address any queries raised. The provider carries out regular observations and, alongside the monitoring of staff, enables them to sort out any issues that may arise. The management and key persons also track children's progress using their observations which are regularly carried out. This means they are able to keep a good check on children's achievements and development. If there are any concerns about individual children's progress, these can be swiftly identified and relevant steps taken and planning put in place. The management team also listen to the views of children, staff and parents, using these to change and improve the setting. There are information notice boards and interactive systems to promote the involvement of parents. They are actively encouraged to engage in their children's achievements and time spent at the nursery. Parents are able to keep up with their children's progress as they can see their children's observation folder whenever they wish, as well as talk with the key person. Parental consent is always obtained if it is thought to be beneficial to consult with specialists or other professionals, if there are queries about children's individual needs.

The provider ensures her management and staff team are able to access a varied programme of professional development. This enables them continue to meet the differing needs of children attending. Parents show that they are aware of how the nursery operates and the routines followed. They state that their children thoroughly enjoy themselves at the nursery. Parents also say they are very happy with the provision and that the adults are helpful and supportive. They clearly feel at ease as they bring and pick up their children. It is clear from the comments parents make, that all children benefit from a range of stimulating and enjoyable experiences, which are promoting their good progress, learning and development.

The provider is clearly very proud and values the partnerships their nursery has built up with local agencies and professionals, such as the local authority early years team and health experts. They make good use of the support and information provided, to help promote children's well-being, welfare and on-going development. All adults in the nursery are very aware of how important their role is in helping children prepare and look forward to the next stage in their lives.

## 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>	938947
<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>	107
<b>Name of provider</b>	Drunel Ltd
<b>Date of previous inspection</b>	26/09/2013
<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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