

# St. Thomas' Day Nursery

Gassiot House Lambeth Palace Road, London, SE1 7EH

<b>Inspection date</b>	02/12/2013
Previous inspection date	12/09/2013

<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 key person system is used well to foster children's care and learning in safe surroundings. This means that all children are making good progress in their learning and development.
- Assessments are used well to track children's progress and plan interesting activities.
- The management team lead their staff well. They work with the team to reflect on what they do well and plan for improvements.

### It is not yet outstanding because

- Staff do not consistently teach children the sounds that letters make.

## 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 parents.
- The inspector looked at documentation relating to children's care and safety.
- The inspector spoke to parents to find out their views.
- The inspector looked at the settings self-evaluation to find out how they reflect and plan for improvements.

## Inspector

Debra Davey

## Full report

### Information about the setting

St Thomas' Day Nursery opened in 1989 and is run by the Guy's and St Thomas' Hospital NHS Foundation Trust. The nursery re-registered in 2003 when it moved to its current premises, a purpose-built building on the hospital site, in the London Borough of Lambeth. It operates from three rooms, the largest of which is divided into three separate areas. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery provides full day care for children whose parents work for the Foundation Trust and other NHS services. The nursery is open each weekday from 7am to 7pm, all year round except bank holidays. Children attend on a full-time and part-time basis. There are currently 85 children on roll. The nursery is in receipt of funding to provide free early education to 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 28 staff. Of these, one holds a degree in Childhood and Family Studies and the remaining staff all hold appropriate qualifications.

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

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

- develop ideas and resources to teach children the sounds that letters make in order to prepare them for early reading.

### Inspection judgements

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

Staff work well as a team to meet the needs of all children. Children attending range from babies to older children, children who are learning English and children with special educational needs. The excellent level of care and interaction means that children of all ages and abilities are making good progress in their learning. The quality of teaching is good because staff get to know children when they first start. They gather detailed and useful information from parents and carers and this is clearly recorded on children's files. Regular observations are used to record children's progress and six monthly summaries are discussed in review meetings with parents. Daily discussions further support parents to become involved in their child's learning. Staff use the information gathered to plan a good range of age appropriate activities for the different age groups. For example, babies enjoy lots of sensory play using paint, dough, shaving foam and sand. They have plenty of floor space available to use when they practise their newly learnt walking skills. They are encouraged to transport their favourite toys around and enjoy plenty of social interaction with friendly staff who play with them on the floor. This helps babies develop their physical, social and language skills very well. Children aged over two years have their own

room and planned activities to help them learn more about the world around them. For example, they have recently celebrated Thanksgiving by making flags and trying different foods. They listen well to stories of their choosing because staff use props, such as finger puppets to extend their interest. They learn concepts from the stories because staff make them fun. Children know that their house is made of bricks when discussing the story of 'the three little pigs.' They learn skills in every-day activities such as using the computer programmes with staff who help them. Relationships are good between staff and children and this helps the toddlers to become motivated and confident learners.

The pre-school children also have their own room. Staff have higher expectations of these children because they are older. For example, on the day of the inspection they were busy rehearsing their nativity play to present to parents. This means that they are able to learn and repeat phrases from familiar stories. They are developing good literacy skills with a love of books and writing in real situations, as well as on the computer. They learn the names of letters in play situations such as letter moulds in the sand tray. However, staff do not consistently teach letter sounds to help children with early reading. Mathematics is fostered well in planned activities such as the shopping basket game and role play. This helps children to learn how to use numbers in pretend situations. They are able to use the computer independently to practise number and writing skills. This helps the older children prepare for school.

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

Staff give high priority to the well-being of children. The key person system is used well to support children and parents. For example, when babies first start they have a key person as well as a support key person because the nursery is open for long hours. This means that new parents leaving their baby for the first time can relate to specialist workers and have good support. The role of the key person is ongoing in planning for the needs of the individual child, although other staff will be involved in the daily care routines. This means that babies are settled and happy in the care and close supervision of adults they know well. Children moving from one group to another are well supported. The younger and older babies are cared for in one room which is divided to make two groups. This helps babies to adjust easily when they move from one group to another with the support of their key carers.

The managers of the nursery plan for the staff child ratios every day and ensure that staff are deployed well indoors and when they play in the garden. Children of all ages are given time outside each day to enjoy the fresh air, and exercise their large muscles. The risk assessments are used well to reduce hazards and protect children's welfare. This prevents children from being injured and any minor accidents are dealt with appropriately. Children feel safe because staff teach them safety rules, for example, not to climb on chairs. As a result, children behave well and show consideration for others. They enjoy all the activities, which contributes to their sense of well-being. Staff plan well for outdoor learning. The outside areas are well used for children to develop their physical skills and understanding of the world. They have great fun as they play with the piles of leaves, rolling around and scooping them up with staff. This healthy approach to active learning

helps children develop the necessary skills that keep them healthy in later life.

Food and drink is planned well to meet the individual needs and dietary requirements of children attending. Menus, planned in advance and prepared in the hospital, are well-balanced for nutrition and diet choices. There are always two hot meals and several snacks each day which children enjoy. Babies are helped to follow their own feeding routines and food and drink intakes for babies are recorded for parents. This means that children's nutritional needs are met well. Staff manage any changes children experience with care; for example they use transition forms for children moving rooms. They prepare children who are moving on to school through discussions about the learning community and, where possible, visits to school. This supports children's well-being and prepares them for their next stage of learning.

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

The nursery is managed well because staff fully understand their responsibility to meet the requirements for the Statutory Framework for the Early Years Foundation Stage. The welfare requirements and those for learning and development are met. The nursery manager and the senior staff from the NHS trust have worked well together to improve their internal and external procedure for reporting any concerns they may have about a child. This ensures that safeguarding procedures are now robust and protects children from harm. The nursery managers each have clear roles and work well together on the daily management and the future development of the nursery. There are robust recruitment procedures for the checking of staff to make sure that staff are suitable to work with the children. All staff are involved in regular supervision to monitor the teaching practice and plan staff development. This includes making sure that staff understand the role of the key person in supporting children and their families. The health and safety policies and procedures all comply with requirements and are used well to make sure that the premises, equipment and procedures keep children safe. Staff also teach children how to keep themselves safe when using the equipment indoors and when playing in the garden. This helps to keep any minor accidents to a minimum.

The managers work with the staff team to develop their self-evaluation. This helps staff to plan and provide a good range of activities which they reflect upon, to make sure that they are supporting children to make good progress in all areas of learning. Staff work closely with parents and regularly share information to make sure that parents are involved with their child's learning. For example, they are currently promoting a new parents association to strengthen the connections between children, parents and the nursery. They work closely with other agencies involved with children's care. This provides consistency in the care and learning for all children, especially for those with special educational or medical needs.

### **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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY268854
<b>Local authority</b>	Lambeth
<b>Inspection number</b>	940906
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	101
<b>Number of children on roll</b>	85
<b>Name of provider</b>	Guy's and St Thomas' NHS Foundation Trust
<b>Date of previous inspection</b>	12/09/2013
<b>Telephone number</b>	020 7188 6499

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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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