

Taplins Day Nursery SGH

Southampton General Hospital, Tremona Road, Southampton, Hampshire, SO16 6YD

Inspection date	01/04/2014
Previous inspection date	25/02/2009

The quality and standards of the early years provision	This inspection:	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 children are welcomed into a warm, friendly setting, where they are valued and included, so are ready to learn.
- Children thoroughly enjoy their time at the nursery. Children of all ages are happy and confident owing to good relationships with staff.
- Children feel safe and secure in the nursery and management's arrangements for safeguarding the children are robust.
- Children benefit from their time at the nursery and enjoy their learning, progressing well in the play environments provided by staff.
- A very good partnership between the nursery and the parents ensures key information is shared between them, which helps the staff meet children's individual needs.

It is not yet outstanding because

- Staff do not always use skilful questioning techniques to maximise children's learning.
- The children thoroughly enjoy the time spent outside. However, staff do not provide the younger children with a full range of resources and experiences outdoors. This reduces play and learning opportunities for children in this environment.

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 discussed the format of the inspection on arrival.
- The inspector observed activities in the indoor and the outdoor learning environments.
- The inspector looked at children's assessment records and sampled other documentation.
- The inspector took account of the views of parents spoken to on the day.
- The inspector and manager undertook a joint observation together.

Inspector

Alison Large

Full report

Information about the setting

Taplins Day Nursery is one of two nurseries run by University Hospital Southampton NHS Foundation Trust and opened in 1998. It operates from a purpose built building, which is located on the campus of Southampton General Hospital in the Southampton area of Hampshire. The nursery provides care for children with parents working at the hospital. The nursery is open Monday to Friday all year round, from 7am to 6.30pm. Children are able to attend for a variety of sessions. The nursery is on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are currently 159 children in the early years age group on roll. The nursery is in receipt of funding for the provision of free early education sessions for children aged three and four years. The nursery supports children with special educational needs and/or disabilities and those who are learning English as an additional language. There are 21 staff working with the children, of these, 20 hold a relevant early years qualifications.

What the setting needs to do to improve further

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

- extend children's learning further through discussions and asking questions to encourage them to think more

- strengthen learning opportunities in the outdoor area for children to explore, build, move and engage in role play.

Inspection judgements

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

The staff are welcoming to the children, who move around freely and are able to access a good range of activities and resources overall. Children quickly settle into the session and can independently make choices about their play. Staff enable children to have plenty of opportunities to play outside. Children particularly enjoy this environment, where they benefit from fresh air and exercise in all weathers. Staff promote children's learning well through the activities they provide that encourage children to explore. For example, during creative play, children experiment with glue and older children can help themselves to scissors and paper to make different things. The staff provide bright and child friendly areas for children to play and learn where they develop confidence and self esteem. Staff are good at encouraging children to listen to what they are saying. This contributes to the building of good relationships and children's listening skills. Staff sit with children and most engage in conversations with them well. For example, there are discussions about animals, things that children have been doing at home and the weather. Consequently,

staff promote children's language skills well overall to extend their thinking, creativity and communication skills. However, some staff are less confident to question and use discussion to extend children's learning further during some planned activities. This means that they miss opportunities to encourage children to think and respond at such times. All staff observe children as they play and learn and include their observations in each child's progress record. These help staff track children's progress in the different areas of learning and staff also use them to identify any gaps in children's development. As a result, all children progress well. Staff have a good understanding of the seven areas of learning and how children learn. They ensure that a good range of resources are available to the children and use these well to help children make good steps forward in their learning.

Children use their imaginations and create role-play games, excitedly talking to their friends and using the different resources in their play. Children become aware that written words have meaning, for example, as adults sit and read books with them. Staff encourage children to independently choose resources, toys and equipment to support their play and offer them plenty of praise and encouragement. This helps children to develop the confidence to explore, learn and develop the skills needed for their future learning. Babies are actively involved in their play, confidently selecting and exploring resources. They enjoy the different textures of the objects they investigate and are able to climb and practise a range of movements in safety. Staff encourage them well in this respect and as a result, babies become confident in their daily routines. Staff use good quality teaching methods overall which helps children to progress well. All children enjoy their time at nursery and overall are happy and relaxed.

The staff have implemented the progress check for two-year-old children and all documentation is in place and shared with parents. Parents are kept well informed about the life of the nursery via the notice boards and through daily chats to staff. They state they have seen their children make good progress since starting at the setting.

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

The nursery has an effective key person system in place to help children settle and form secure emotional attachments. Babies' routines are discussed with parents when the child starts, and at regular intervals, and staff ensure that parents' wishes are met. Babies are supported by staff and as they progress they become confident in their daily routines. Staff give daily information to parents which ensures they are aware of children's nappy changes, sleep times and food eaten, to keep them informed. Children feel safe and secure at the setting and staff promote their safety effectively. They follow the good systems in place to ensure the nursery remains secure at all times. Children understand the need to keep safe, for example, as they regularly practise the emergency evacuation procedure and discuss why they should not run indoors in case they hurt themselves.

Staff follow good systems for behaviour management which results in children behaving well and learning to share and take turns. Children learn the nursery rules and respond to staff well, for example, when they remind them that throwing the sand is not safe.

Children get to know what staff expect of them and become confident to make choices and decisions. Staff teach the children about good hygiene routines. As a result, children enjoy washing their hands after messy play, before eating and after using the toilet. Systems are in place to inform staff of any health or dietary issues the children may have and thorough records are kept of any accidents and medication administered. Staff encourage children to eat a good variety of healthy and nutritious snacks and meals which are cooked off the premises and delivered ready to eat. Children benefit from the carefully balanced menu offered. Good cleaning procedures are in place throughout the nursery and all facilities the children use appear clean and well maintained.

Children have daily use of two outside play areas, one of which has been newly renovated for the younger children, and physical exercise is included in the daily routines. However, there are not many resources that provide challenge or fully support children's all round development in the younger children's area. This slightly reduces children's learning opportunities in this environment. Older children enjoy the many outdoor play opportunities where they can dig, climb, run and jump. Children are energetic and manoeuvre themselves with good levels of capability. Staff support the children to help them settle when they first join the setting and as they progress into the older age groups. Children with special educational needs and those learning English as an additional language are also well supported by staff. Good relationships have developed with the local schools to help the children have a successful move into school. Staff teach the children well as they develop their independence and gain the skills needed to be ready to move on.

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

Children are safeguarded well, because the nursery staff prioritise their safety. Clear procedures are in place for the recruitment and vetting of staff, which ensures all adults working with children are cleared as suitable to do so. Staff have attended training and know their role and responsibilities concerning safeguarding children. They are aware of the procedures for dealing with any safeguarding concerns. Staff are deployed well, children are well supervised and management ensures the required ratios are maintained in each room throughout the day. The staff ensure access to the premises is kept secure and that all staff, children and visitors are signed in. A comprehensive range of policies and procedures are in place to help promote children's welfare, including those relating to outings. All staff take responsibility, use vigilance and risk assessments to help protect children's health and safety in each room, as well as outside. Children are provided with an inclusive environment and learn about valuing each other's differences. The setting promotes equality and diversity well. Systems for self-evaluation, monitoring and evaluating practice are in place to enable the staff to identify their strengths and any area to develop.

A very good partnership between the staff and parents means key information is shared between them. Staff keep parents informed about daily routines and the activities their children have taken part in. Parents express confidence in the standard of care,

communication and their children's preparation for the future. Parents spoken to during the inspection explain that the caring and friendly staff enable them to go to work knowing their children are well looked after and happy. The information displayed in the entrance area and outside each room allows parents to be kept fully informed about nursery life. They are encouraged to contribute to their children's progress records and become involved in the sharing of the children's learning and development. The nursery management has systems in place to link with other providers, where children attend more than one setting, to aid the continuity of children's care between provisions.

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

Unique reference number	131615
Local authority	Southampton
Inspection number	956342
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	63
Number of children on roll	159
Name of provider	Southampton University Hospital NHS Trust
Date of previous inspection	25/02/2009
Telephone number	023 8079 8778

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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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