

# Guys Hospital Staff Day Nursery

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

<b>Inspection date</b>	02/07/2014
Previous inspection date	23/10/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	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		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision requires improvement

- Staff successfully provide a range of early literacy activities for children to prepare them for the next stage of their learning.
- Staff know their key children well as they make accurate observations of children's progress.
- Children feel secure and confidently choose activities from the varied range available.

### It is not yet good because

- There is not always a named person in charge in the absence of the manager and deputy for the efficient management of the setting.
- The provider does not keep an accurate record of children's hours of attendance.
- Some small group activities are not always effectively organised to keep children fully engaged.
- Staff do not always fully support children's independence at lunchtimes.

## 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 carried out a joint observation with a member of staff.
- The inspector spoke with children, parents, staff and managers at appropriate times of the day.
- The inspector observed children and staff as they took part in activities in all areas of the nursery.
- The inspector sampled documentation including staff records, policies and children's development records.

## Inspector

Lesley Hodges

## Full report

### Information about the setting

Guy's Hospital Staff Day Nursery registered in 1994 and is run by Guy's and St Thomas' NHS Foundation Trust. The nursery is open weekdays from 7am to 7pm all year round. It 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 57 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. Staff support children who are learning English as an additional language. The nursery employs 19 staff including the manager, a deputy and housekeeper. All childcare staff hold appropriate qualifications and four members of staff hold a degree in early years.

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

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure there is always a named deputy who is capable and qualified to take charge in the absence of the manager or main deputy
- ensure that attendance registers accurately record all children's hours of attendance

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

- review the organisation of small group activities around the computer to ensure that all children are engaged
- support children to develop independence skills at meal times, for example, by giving them opportunities to pour drinks and serve food.

## Inspection judgements

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

The nursery is bright and welcoming. Children enjoy their learning and are confident when they choose their play. Staff encourage children to participate in story times. To provide a variety of stories, the librarian visits to read stories to older children and toddlers are keen to join in with group sessions with staff. Staff are enthusiastic when they talk with children

about the covers of different books. They ask children about characters and stories to help children review the stories they have heard. This positive approach to books and stories fosters children's interest and develops their early literacy. Consequently, children enjoy using their imagination to make up their own stories when looking at pictures. Staff encourage them to share their stories with their friends in small groups and these activities work well. Staff provide books which promote particular letters of the alphabet and children talk about the sounds of the letters and sing alphabet songs. Staff further develop children's early literacy skills in a range of ways. They have name cards so that they learn to identify their names and these are used at various times during the day to reinforce this learning. Staff provide letter stencils and moulds and encourage older children to recognise and compare the letters in their names in fun ways. These activities successfully prepare children for the next stage of their learning as they prepare for school.

Babies enjoy exploring a range of sensory items and staff plan well for their learning. For example, staff observe what babies are interested in and provide activities for them to explore. Babies and young children enjoy making marks with crayons after showing an interest in what staff are writing. This effective approach to planning is consistent across the nursery. Staff clearly identify children's next steps in their learning. They provide activities that interest children and this means that children are enthusiastic about their learning. Staff know children well and successfully monitor their progress. Small group activities support children to learn specific skills. For example, children learn about using a mouse while completing a mathematical computer programme. However, the layout and organisation of some of these activities does not always work well, especially when they cannot see the screen clearly.

Staff complete children's progress reports at the age of two and successfully share these with parents. To enhance partnerships, key staff for all children meet regularly with parents to discuss children's progress. Staff work in partnership with parents to meet the individual needs of children who are learning English as an additional language. Staff use key words in children's first languages to help children settle into the nursery when they are becoming familiar with routines. These strategies mean that parents feel involved in their children's learning and development.

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

Staff greet children warmly when they arrive in the morning. Consequently, children feel welcome and settle quickly to their breakfast or choose an activity to play with. Children feel secure in all areas of the nursery and become familiar with all staff. As a result, transfers between rooms as children move within the nursery are relaxed.

Meal and snack times are well organised and staff encourage children to feed themselves according to their individual abilities. However, staff are not always consistent in their approach. For example, they do not encourage older children to pour their own drinks or serve their foods. Younger children enjoy counting different items when they are sitting for lunch and staff chat with them to provide a relaxed atmosphere. Staff are caring and

children learn from this approach. At sleep time, children gently cover their friends with their blankets and this shows that they are building bonds with each other.

Children enjoy healthy foods and snacks. They are learning self-care skills and explain that they wash their hands before they eat as they need to be clean. Children talk about their forthcoming trip to the seaside with excitement. They explain that they need to put sun cream on and wear a hat, because it will be hot. Staff supervise children well. However, as the daily attendance register is not accurate, they cannot always be sure who is present in the event of an emergency evacuation.

Children's behaviour is generally good. Staff manage any minor disagreements between children and gently explain about sharing and playing together. Older children explain that they use a sand timer for swap time and this helps them to learn about taking turns.

Staff are generally well organised. However, there is no named person managing the nursery in the absence of the manager and deputy. Higher management staff are present at certain times. However, this is not the case at the beginning and end of the day. At these times, there is no named person to ensure the efficient management of the nursery.

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

The inspection took place following a notification by the provider that staff did not fully understand the procedures for the use of photographs in the setting. Ofsted visited the nursery and were satisfied that the provider had taken appropriate action to review the procedures and strengthen staff understanding and knowledge of the safeguarding policy, in relation to the use of cameras. In addition, staff have received recent training to strengthen their knowledge and ensure that they are fully aware of all aspects of the safeguarding policy and procedures. Staff have a secure understanding of how to protect children, and the procedures to follow if they have any concerns.

The nursery is secure. Staff greet parents, children and visitors and this means that only known adults are allowed in to the nursery. The provider carries out a range of suitability checks before staff start working at the nursery. These checks include Disclosure and Barring Service checks and procedures to ensure that staff are aware of all the roles they are expected to carry out. The provider also obtains two references from former employers to check their employment history and suitability. Ongoing training ensures that staff are fully aware of their responsibility to advise the management team if they are no longer suitable to work with children.

Required documentation is generally well kept and organised. However, the record of children's hours of attendance is too reliant on parents remembering to sign children in and out of the nursery. As a result, this record does not accurately reflect the numbers of children in the nursery and their hours of attendance. This is a breach of the requirements of the Early Years Foundation Stage.

Parents are happy with the information they receive about their children's time at the nursery. In addition to planned meetings with key staff, parents receive daily feedback about their child's day. Staff provide written daily information to parents of babies and younger children so that parents know about care routines and can complement these at home.

The provider works in partnership with the advisor from the local authority to identify strengths and weaknesses of the nursery. There are plans to involve members of staff in a leadership and management programme to enhance nursery practice. The manager conducts a range of review meetings with staff to ensure that their observations of children effectively extend their learning. Staff suitably identify areas of their own practice where they would benefit from additional training. This ongoing process means that the provider demonstrates a suitable commitment to developing areas of the nursery practice.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

### To meet the requirements of the Childcare Register the provider must:

- keep a daily record of the names of the children looked after on the premises and their hours of attendance (compulsory part of the Childcare Register)
- keep a daily record of the names of the children looked after on the premises and their hours of attendance (voluntary part of the Childcare Register)

## 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>	107440
<b>Local authority</b>	Southwark
<b>Inspection number</b>	969010
<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>	42
<b>Number of children on roll</b>	57
<b>Name of provider</b>	Guys & St Thomas' NHS Foundation Trust
<b>Date of previous inspection</b>	23/10/2013
<b>Telephone number</b>	020 7407 2591or 0207 188 1677

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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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