

# Kings College Hospital Day Nursery

Mapother House, Decrespigny Park, Denmark Hill, LONDON, SE5 8AZ

<b>Inspection date</b>	01/07/2014
Previous inspection date	24/09/2013

<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		1

## The quality and standards of the early years provision

### This provision is good

- The management team have established an excellent, extremely robust recruitment system. This helps ensure staff of a high quality, work with the children.
- The adults interact very well with all the children, showing a good knowledge of their learning abilities and characteristics.
- The environments both indoors and outside are well planned, stimulating and challenging for children to enjoy and learn.
- The diversity of children as individuals and their families and communities is valued and respected.
- The leadership and management of the setting is outstanding and provides highly effective, efficient and continuous support to children, staff, parents and carers.

### It is not yet outstanding because

- The observation and assessment systems are sometimes inconsistent in the methods used to record the children's progress.

## **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 was shown around the nursery site.
- The inspector interviewed the managers and room leaders.
- The inspector sampled records and documents
- The inspector observed and talked with children and members of staff.
- The inspector provided feedback to the management team.

## **Inspector**

Mary Vandepeer

## Full report

### Information about the setting

Kings College Hospital Day Nursery (Mapother House site) registered in 2003 and is situated in Camberwell in the London Borough of Southwark. The nursery operates from a building in the grounds of Maudsley Hospital in Denmark Hill. Children have access to three rooms, a sensory room, separate children's toilets, disabled adults and enclosed outside play areas (shared access with jointly managed Belgrave Nursery). The nursery caters solely for children of staff who work for the National Health Service. The nursery is on the Early Years Register and compulsory and voluntary parts of the Childcare Register. The nursery opens each weekday at 7am to 6:30pm all year round except public holidays. There are currently 79 children on roll between the ages of three months to five years who attend for a variety of sessions. The nursery is in receipt of funding for free early education for three and four-year old children. The setting currently supports children who speak English as an additional language. There are no children attending who have identified learning difficulties and/or disabilities. The nursery employs 17 members of staff who work directly with the children, including the site manager. All of the staff hold an appropriate early years professional qualification at level 3 to level 8. An administrator supports the management.

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

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

- review the processes in place for recording observations, assessments and planning, to improve consistency and effectiveness of the information on the progress of individual children.

### Inspection judgements

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

The management and staff team show dedication and commitment to making sure all children experience and enjoy a stimulating and challenging range of resources. Key persons are skilled at adapting these, to suit children's individual stages of development and needs. Activities are planned well by staff, using their thorough knowledge of the children's individual interests and capabilities. This means children become engaged in their learning. Future plans are also based on regular observations of children's play and any identified next steps. These observations are regularly monitored; helping ensure each child makes good progress across all the learning areas. However, the methods used in recording these are inconsistent and require updating to make them easier to follow. All managers have a role in assessing the observation, assessment and progress in learning processes. This is currently being reviewed, with the aid of the local authority early years team, to help streamline the processes and reduce time spent writing.

Story times involve children in different ways, for example, they love copying the deep or squeaky voices the adult uses in her story telling. Art and craft areas contain a variety of materials and working tools, including scissors that children use creatively and safely. Children display an interest and keenness to learn; they are able to access easily and use the varied range of play opportunities on offer, both indoors and outside. Staff deploy themselves well throughout the nursery, showing a good understanding and sensitivity in their guidance and interaction with children. They play with and support children, for example in early physical development, as babies find their feet and begin to crawl or take their first steps. Outdoor play is available all day, meaning children benefit from being in the fresh air and using a challenging range of equipment, promoting self-confidence in their physical abilities. A Learning Zone encourages older children to get a feel of what it will be like when they go to school. This area is inviting and provides a different environment where children of a similar age can interact and share and discuss marks they have made or look for books together.

Individual children's involvement and participation in activities is supported very well through the skilful input of staff. They observe and question what the children are doing, for example, as they attempt to write letters of their name, counting objects and write the numbers. Children are able to build towers with different sized and coloured blocks, showing how adults teach them size, numbers and colour to promote their understanding of measuring and counting, in a practical way. Early mark making, letter and number recognition also help children's learning. The use of interactive games and technology equipment helps to promote children's knowledge of computers, also an understanding of the need to take turns. The varied backgrounds of the children, who attend the nursery, mean they are all able to learn about different cultures, and respect other people and how they live. Access to small world figures and books support this. Children are encouraged to talk about their home and family, which gives them a sense of where they belong and helps them to feel secure.

Children are able to make many independent choices about how they spend their time in the nursery. They are able to decide when they have their snack and can always get a drink of water when they want to. Younger children practise their emerging writing skills as they use resources such as brushes, water and paint to make marks. Children show their understanding of letters, words and shapes by picking them out on labels. It is very clear that all children thoroughly enjoy and benefit from their time at the nursery.

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

Children clearly feel secure and valued at the nursery. Staff ensure that everything is done to help children settle happily and as quickly as possible. They supervise children very well. An effective key-person system promotes children's feelings of safety and builds on the trust they clearly have for the adults who care for them. They display a good understanding and knowledge of the need to ensure children feel safe in their care. Children from backgrounds where English is spoken as an additional language are supported really well. Staff act swiftly on advice from parents and other specialists. They

are always ready to ensure activities meet individual children's different and varying needs. All key persons work very closely with parents and other carers. This results in effective sharing of information and meeting children's emotional development well. All adults working with the children have an up-to-date first-aid certificate. Therefore, if any child suffers a minor injury, they are treated promptly and knowledgeably.

The meals and snacks are freshly prepared and cooked on the adjoining hospital premises. Children clearly enjoy the food they are served and are often encouraged to try new tastes. Children are learning about healthy eating, as they enjoy balanced and nutritious food, with water or milk. Their independence is also promoted effectively as they learn to self-serve the amounts they feel they can eat. Thorough risk assessments are carried out regularly, some daily, to help identify any hazards. These are dealt with successfully; ensuring children are cared for in a safe environment. Children regularly practise evacuating the building; they are taught how to keep themselves safe in an emergency. Staff also teach children the importance of washing their hands before eating. This means they are becoming more independent as they get older.

All children enjoy access to the well-resourced outdoor play area, all day. Children behave very well, developing their skills by playing alongside their peers, together in small groups, or with older children. Staff provide good support and supervision to help promote respect for others throughout the nursery. Children are also well prepared for new challenges and situations they may face in the future, for example, meeting reception teachers from local schools. Staff organise the daily routines very well, including arrival and collection times, to ensure children are happy and settled. This helps to prepare children for the next stage in their lives.

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

The management team has effective arrangements in place to implement the Early Years Foundation Stage. For example the staff: child ratios are always well within the requirements. Accident, incident and medication administration records are well kept and shared with parents as required. They consistently ensure they implement and monitor any changes and improvements to the nursery. The quality of early years teaching provided for all children is also tracked.

Staff display a knowledgeable and clear understanding of the safeguarding procedures. They know what processes are in place, should they have any concerns about children in their care. There are secure systems which cover the collection of children and ensure only authorised adults pick them up. Staff are aware that their own children are not able to attend the nursery unless it is an emergency childcare issue. Staff know they are responsible for ensuring these situations are rare and dealt with immediately. The robust and highly effective recruitment process, supervision and appraisal systems, mean staff are well qualified and experienced. They provide a very good quality of teaching, support and experiences for children and their families. The management team are committed to ensuring all staff checks are regularly updated, to ensure all remain suitable to work with

children.

The self-evaluation system in place is open, efficient and continuous. There are regular management and team meetings that identify and address any queries from staff. Feedback from parents is also discussed and followed up. The management team monitor staff and have regular supervision sessions. This practice enables them to discuss and act on any issues that may arise. The managers use the views of children, parents and staff to contribute to improving the setting. There are parent notice boards providing full staff information, for example, on their key children, qualifications and training. Photographs are displayed around the nursery, showing some of the activities the children experience each day. The management and staff readily welcome suggestions to improve what they offer and encourage parents and children to contribute their ideas.

A well planned programme of professional development helps the management and staff meet the different needs of children attending effectively. Parents say their children settled well at the nursery and thoroughly enjoy themselves. They also stated that they are very pleased with the setting and describe the managers and key persons as professional, approachable and supportive. Parents are familiar and knowledgeable about the routine and organisation of the setting, showing this as they collect their children. Parents are able to keep up with their children's achievements because they can see their children's learning journey folders at any time, as well as talk with the key person. Their comments show that they are pleased their children benefit from a wide range of enjoyable experiences, which promotes their progress and development.

All required consents are obtained from parents, so that staff are able to speak with other professionals or deal appropriately with any child's individual needs. The managers and key persons value the partnerships they have built up with local agencies and professionals, such as speech and language experts and local authority early years representatives. They make good use of the information obtained to help promote children's development and well-being. Children's personal, social and emotional development is given consistent and good attention by the staff. Children are able to develop and build on confidence, which, in turn promotes their self-esteem.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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>	EY261387
<b>Local authority</b>	Southwark
<b>Inspection number</b>	978771
<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>	50
<b>Number of children on roll</b>	79
<b>Name of provider</b>	Kings College Hospital NHS Trust
<b>Date of previous inspection</b>	24/09/2013
<b>Telephone number</b>	02032995358

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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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