

Guy's Hospital Staff Day Nursery

Guy's Hospital, St. Thomas' Street, London, SE1 9RT



Inspection date

22 July 2015

Previous inspection date

2 July 2014

	This inspection:	Requires improvement	3
The quality and standards of the early years provision	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The quality of teaching is variable. Staff plan some well-focused activities to support individual children with their next steps in learning but they do not always offer the same level of good quality support during play that children lead themselves.
- Although children enjoy taking part in a good range of activities, these are not always planned sufficiently well to ensure all children's learning is extended fully.
- Not all staff capture children's starting points accurately or identify children's next steps in learning precisely enough. This makes it difficult for managers to track children's progress over time to ensure all children make good or better progress.
- Managers have recently started to take action to address the inconsistencies in staff practice. They are not implementing these measures swiftly enough.

It has the following strengths

- Parents speak highly of the nursery. They value the regular information they receive and say they are pleased with their child's progress. They are keen to support learning at home and share their child's achievements with the nursery.
- Staff support children well in their personal, social and emotional development. Children settle quickly and form positive relationships with adults. They play well together and are caring towards their friends, providing a comforting hug when one child tumbles.
- Staff demonstrate a good understanding of their responsibilities to help keep children safe and know the procedures to follow if they have concerns about a child's welfare.

What the setting needs to do to improve further

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

- monitor the quality of teaching more closely to ensure it is consistently good or better; in particular, focus on ensuring staff support and extend all children's learning, as appropriate, during times when children initiate their own play and in group activities when there are children with a range of abilities present
- ensure managers track children's progress over time and monitor if there are any differences in the progress made by specific groups of children, and use this information to make sure any identified gaps can be addressed promptly
- take swift action to implement the planned strategies to support staff to improve their practice in order to help children make the best possible progress.

Inspection activities

- The inspector observed children's activities and teaching both indoors and outdoors.
- The inspector spoke with children and staff at appropriate times during the day.
- The inspector held meetings with the two deputy managers, the Operations Manager and an Associate Director.
- The inspector took into account of the views of parents spoken with during the inspection and reviewed comments written by parents at a recent Parents' Evening.
- The inspector conducted a joint observation with each of the deputy managers.
- The inspector reviewed a range of documentation including children's assessment records, evidence of checks on staff's suitability, the setting's self-evaluation, staff records and a sample of the nursery's policies and procedures.

Inspector

Marian Pearson HMI

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Children engage enthusiastically when staff plan targeted activities specifically designed to develop their individual skills and understanding. For example, staff promote children's mathematical understanding well, asking 'Which has most?', and 'If we add one more, how many will we have?' as children fill pots with brightly coloured pasta. Toddlers listen carefully to a familiar story as staff pause skilfully so children can join in eagerly saying what comes next. This level of good quality teaching is not always evident. For instance, staff follow some children's interests in games outside but do not check other children are equally well supported during this session. Throughout the day they miss opportunities to talk to children about what they are doing and ask questions to develop their thinking. At times, activities are not sufficiently extended to offer a good level of challenge for older, more-able children to broaden their skills and understanding even further. Nevertheless, most children are working within the typical range of development for their age. The nursery works in close partnership with other professionals and parents to ensure children who are identified to need additional support receive the help they need.

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

Children enjoy their time in this bright and inviting nursery, which offers a wide range of suitable resources for them to access independently. Children's comments and examples of their work are prominently displayed, as staff are keen to celebrate children's efforts and value their views. Children who speak English as an additional language settle quickly. Staff learn words in the child's home language so they can provide reassurance that there is no need to cry and mummy will be coming soon. Staff offer positive encouragement to support children's growing independence. Babies are offered choices about which song they sing next. Staff give toddlers gentle reminders to help them manage their own behaviour successfully. Older children gain the skills they need for school as they take responsibility for refilling the water jug at lunchtime, manage their own self-care needs, and understand the need to take care when using wheeled toys in the small outdoor area. All children have opportunity to develop their physical skills through daily outdoor play and learn more about the local community through regular trips to the local park and shops.

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

Leaders and managers ensure the requirements of the Early Years Foundation Stage are fully met. Clear lines of responsibility are in place following a management restructure, with relevant professional development provided to support staff in their new roles. Safeguarding of children is central to the nursery's work. Recruitment, induction and training have a strong focus on helping to keep children safe. While evaluating the provision, managers have identified inconsistencies in staff practice but are not dealing with these quickly enough. Consequently, teaching is not consistently good and it is difficult for managers to assess children's progress and identify if any area of provision needs to be amended to meet the needs of specific groups of children more effectively.

Setting details

Unique reference number	107440
Local authority	Southwark
Inspection number	1011202
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	42
Number of children on roll	49
Name of provider	Guys & St Thomas' NHS Foundation Trust
Date of previous inspection	2 July 2014
Telephone number	020 7407 2591or 0207 188 1677

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. The nursery receives funding for the provision of early education places for children aged three and four years. Staff support children who are learning English as an additional language and children with special educational needs and/or disabilities. The nursery employs 17 staff. All staff hold appropriate qualifications; four members of staff hold a degree in early years.

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