

# The Mousehole Nursery, UCLH



U.C.L.Hospitals Staff Nursery, Lower Ground Floor, 23 Devonshire Street, London,  
W1G 6PG

<b>Inspection date</b>	5 April 2016
Previous inspection date	17 October 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Children are confident and independent learners. For example, toddlers show good coordination skills as they use small tools independently, and older children confidently express themselves with others.
- The manager helps staff to be reflective in their practice. For example, the manager works well with staff to identify what they do well and what they could improve on. This helps staff to reflect on and improve their practice effectively.
- Staff use good observation and assessment processes to help them effectively observe and assess children's achievements. They use these well to tailor their plans to meet children's identified next steps in learning, to help them to make good progress.
- Staff take children on regular outings to help to develop further children's physical and literacy skills. For example, they go to the park and library, and staff and parents take children on an annual excursion to develop children's understanding of the world.

### It is not yet outstanding because:

- Staff do not always review the play opportunities for children to build on their imaginative play effectively. For example, the role play resources do not always inspire children to use this area to build on their experiences.
- Staff in the toddler room do not make the most of opportunities to extend children's awareness of mathematical ideas, such as using 'full', 'empty', 'how much', 'heavy' and 'light' while children fill and empty containers.

## What the setting needs to do to improve further

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

- extend opportunities for children to develop their imaginative play further
- strengthen opportunities for younger children to extend their mathematical skills.

### Inspection activities

- The inspector observed children and staff playing indoors and outdoors.
- The inspector reviewed a sample of documentation.
- The inspector and manager participated in a joint observation.
- The inspector spoke to parents to gather their views and gain their feedback.
- The inspector spoke to staff about how they are coached and their professional development is supported.

### Inspector

Genevieve Mackenzie

## Inspection findings

### Effectiveness of the leadership and management is good

The manager has a good reflective process to identify strengths and weaknesses at the nursery. She also identifies improvements through staff training. For example, recent training prompted the manager and staff to review their planning for children, and now staff plan more successfully to help children to make better progress. The manager monitors all children's development to help ensure staff fully support each child. Staff develop strong partnerships with parents. They work together effectively to help parents to fully support children's learning at home. For example, the manager offers workshops for parents to help them tackle areas that they are concerned about at home, such as weaning and sleep routines. Safeguarding is effective. Staff have a good, up-to-date understanding of child protection and use this to help safeguard children's welfare.

### Quality of teaching, learning and assessment is good

Staff encourage children to participate in activities. For example, staff use simple language and gestures to explain to babies how to play and 'bang' the drums. This helps to develop babies' understanding of language and their physical development. Staff help to develop older children's understanding of the world through discussion. For example, when children talk to staff about London, they discuss the buses they use and draw maps as they consider how to get there. This also helps to promote children's literacy skills. For example, as children talk, staff write the numbers of the buses to extend children's mathematical skills further. Staff use their planning to cater for different groups of children's individual needs. For example, staff plan mini projects to help children who are expecting a new sibling soon to prepare for this change.

### Personal development, behaviour and welfare are good

Staff promote children's independence skills well. For example, during meals, children independently hand out the plates and cutlery, serve themselves and develop good table manners. Staff help children to learn how to care for their environment. For example, when there is a mess on the floor, staff encourage children to help them to tidy this using a dustpan and broom. The key-person system is effective. For example, children develop strong attachments to their key person, and this helps to develop their personal and emotional well-being. The manager carefully considers any changes for children, such as when a child moves to another room, to ensure that they make this move go as smoothly as possible. For example, staff make sure that children are emotionally prepared for the move, and adapt this process to each child's individual needs.

### Outcomes for children are good

All children make good progress from their starting points. Very young children understand and follow simple instructions. Toddlers confidently show others what they are doing and use good language to explain their knowledge. Older children are well prepared to start school, for example, they demonstrate good mathematical and literacy skills.

## Setting details

<b>Unique reference number</b>	135108
<b>Local authority</b>	Westminster
<b>Inspection number</b>	841097
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	29
<b>Number of children on roll</b>	35
<b>Name of provider</b>	University College London Hospitals NHS Foundation Trust
<b>Date of previous inspection</b>	17 October 2011
<b>Telephone number</b>	020 7935 5228

The Mousehole Nursery registered in 1991. It is owned by the University College of London Hospital Trust (UCLH), and operates within the London Borough of Westminster. The nursery provides a service for the staff of the UCLH Trust only. The nursery is open each weekday, from 7.30am to 5.50pm, for 49 weeks of the year. There are 10 staff working with the children, all of whom hold appropriate qualifications. One member of staff holds a master's degree, another holds a foundation degree, three staff hold relevant qualifications at level 4 and five hold relevant qualifications at level 3. The setting receives funding for the provision of free early education for children aged three and four years.

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