

Inspection date

22 May 2017

Previous inspection date

23 November 2016

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

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

- The management team is working closely with outside agencies to improve the quality of the provision. However, action taken to support and develop staff's knowledge and skills is in the early stages and is not yet effective in ensuring good outcomes for all children.
- The quality of teaching varies. Some staff miss opportunities to challenge and extend children's learning effectively to enable children to reach their full potential.
- Although the management team has introduced new systems to help it evaluate its practice, they are not yet thorough enough to pinpoint all areas where improvement is needed to provide good quality care and learning for children.

It has the following strengths

- Staff are warm and caring. Children have trusting relationships with them and each other, which helps to support their emotional well-being effectively.
- Children enjoy a well-resourced, welcoming environment. For example, the wide variety of outdoor play experiences provides opportunities for children to be physically active and explore independently.
- Parents are provided with clear information about the provision and their children's care and development. For example, daily diaries are used for younger children to share details about children's routines and the activities they have taken part in.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ develop further the support for staff to provide them with the knowledge and skills needed to raise teaching to a consistently good level	14/08/2017
■ improve staff interaction to ensure they consistently make the most of all opportunities to challenge children and extend their learning experiences.	14/08/2017

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

- develop further the ongoing self-evaluation process to make sure that all areas that require improvement are included and quickly acted upon to raise the quality of the provision to at least good.

Inspection activities

- The inspector observed activities indoors and outdoors, interactions between the staff and children and looked at the play equipment and resources.
- The inspector completed a joint observation with the manager after viewing activities to discuss the impact of teaching.
- The inspector spoke with the manager, staff and some parents. She also talked with the children at appropriate times.
- The inspector looked at documentation, including a sample of children's developmental records, planning and staff suitability records.
- The inspector discussed the systems used to evaluate the nursery.

Inspector
Dinah Round

Inspection findings

Effectiveness of the leadership and management requires improvement

The management team has identified weaknesses in practice and implemented a development plan to prioritise and address these, such as providing training for staff on planning and assessment. Staff do carry out assessments to track children's progress and these are monitored by senior staff. New equipment has been purchased to support children's independent learning. However, measures taken to improve the provision are still embedding, so are not having a significant impact on children's learning yet. Safeguarding is effective. Detailed recruitment and vetting procedures are followed to determine the suitability of staff to work with children. Staff have a clear understanding of safeguarding issues and procedures to follow if they have any concerns. They understand their responsibility to protect children and supervise them appropriately. The required documentation, including records of any accidents, is suitably maintained and easily accessible.

Quality of teaching, learning and assessment requires improvement

Children are happy and settled. Activities are planned weekly and provide a wide range of play experiences for children. Although the staff interact with the children appropriately, the quality of teaching is variable. Some staff do not extend children's learning or communication skills effectively. Children learn about shape and size as they take part in specific activities. For example, they have fun sorting big and small shapes, helping to support their mathematical development. All children have access to creative play materials. For example, younger children have regular opportunities to learn through play and exploration as they use their senses to explore the texture of sand and dough.

Personal development, behaviour and welfare require improvement

Staff provide a welcoming environment and children enjoy their time at the nursery. Staff link with parents to learn about children's individual needs and routines to help them provide continuity of care. Young children receive regular cuddles and are reassured that a familiar adult is nearby. Children behave well. For example, older children understand that they need to listen to others during group discussions. Children can easily access the wide range of play equipment. However, the staff do not consistently make the best use of the resources to support children's learning well. Children benefit from the provision of hot nutritious meals, which are adapted to suit children's individual dietary needs.

Outcomes for children require improvement

Children settle quickly when they arrive at nursery. However, they are not consistently challenged to help them make good progress in all areas of learning. Children learn some skills that help prepare them for starting school. For example, they become increasingly independent in their self-care and enjoy serving their own food at lunchtime.

Setting details

Unique reference number	131615
Local authority	Southampton
Inspection number	1079544
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	63
Number of children on roll	115
Name of registered person	Southampton University Hospital NHS Trust
Registered person unique reference number	RP902357
Date of previous inspection	23 November 2016
Telephone number	023 8079 8778 or 023 81 208778

Taplins Day Nursery SGH opened in 1998 and is one of two nurseries run by University Hospital Southampton NHS Foundation Trust. It operates from a purpose-built building located on the campus of Southampton General Hospital in Hampshire. The nursery provides care for the children of parents working at the hospital. The nursery is open Monday to Friday from 7am to 6.30pm all year round. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. There are 23 staff working with the children. Of these, 20 hold an early years qualification at level 2 and above. The manager holds a qualification at level 5.

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