

Kings College Hospital Day Nursery

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



Inspection date

6 December 2017

Previous inspection date

1 July 2014

The quality and standards of the early years provision	This inspection:	Good	2
	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 happy and self-confident. They enjoy very secure and positive relationships with the caring and highly experienced staff team.
- The key-person system is very effective and children quickly become relaxed, emotionally secure and ready to learn. Parents say they deeply appreciate the warm family atmosphere at the nursery.
- Children thoroughly enjoy the wide range of well-chosen and stimulating learning opportunities on offer. These are well suited to children's ages and stages of development, and motivate them to learn.
- Children's progress is regularly shared with parents. Any gaps in children's learning are quickly identified. Strong partnerships with parents and outside professionals ensure that support is accessed and that progress continues without delay.
- All children, including those who speak English as an additional language, make good progress in relation to their starting points.

It is not yet outstanding because:

- Monitoring does not include as sharp a focus on the progress of different groups of children, as it does for individuals. This means that staff's ability to extend children's progress even further is slightly reduced.
- Staff do not always extend children's learning when opportunities arise. For example, when children volunteered their ideas during a group activity, they were not always given enough time and questioning to develop their learning and critical-thinking skills.

What the setting needs to do to improve further

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

- develop monitoring to include a sharp focus on the progress of different groups of children, so as to increase understanding of how children's learning might be extended even further
- develop ways to extend children's critical-thinking skills and learning whenever opportunities arise.

Inspection activities

- The inspector talked with staff, children and parents at appropriate times during the inspection.
- The inspector and manager observed planned activities and discussed their findings.
- The inspector sampled required documentation on the day.
- The inspector held a meeting with the manager to discuss self-evaluation, safeguarding and staff's professional development.
- The inspector observed staff's interaction and children at play.

Inspector

Amanda Burn

Inspection findings

Effectiveness of the leadership and management is good

The manager is ambitious. She has a good knowledge of the curriculum and how children learn. She supports her team well to do their very best for children. Safeguarding is effective. The well-qualified staff have a good understanding of all safety policies and procedures, such as child protection and risk assessment. They implement these rigorously to keep children safe. The manager monitors staff's performance effectively through regular supervision. She enables staff to undertake further training if needed. This has a very positive impact for the children. For example, a course on baby play led to staff being more skilled in supporting babies' physical development. The manager evaluates the overall effectiveness of the provision effectively. She regularly invites contributions from staff, parents and children to drive further improvements. She has innovative ideas to increase family participation, such as a 'Dad's Disco' on Father's Day.

Quality of teaching, learning and assessment is good

Staff get to know the children very well and quickly learn about their interests. They regularly observe and assess children's development. They build on this knowledge to provide a good balance of resources and activities to help the children make progress in their learning. For example, younger children thoroughly enjoy their music sessions. They laugh and smile as they jump, wriggle and shake to the music. They develop their communication, language, social and physical skills very well through such activities. Older children enjoy the challenge of intricate puzzles and construction toys, which develop their mathematical skills particularly well.

Personal development, behaviour and welfare are good

Staff are excellent role models for positive behaviour. They are very friendly and kind, as well as firm and fair. Children are very well behaved and learn to share and take turns. They thrive on opportunities provided for them to take responsibility and contribute to nursery life. For example, at snack time, a child gives out the individual drinking beakers. The process involves recognising which beaker belongs to which child and then taking it over to them. Staff help by giving prompts such as 'she's behind you'. The whole group gets involved and cheers when the process is completed. Children learn their views and needs are respected. When a child says they are tired, for example, staff gently acknowledge this. They then help the child set up a bed in a quiet place for rest.

Outcomes for children are good

Children are very active and confident learners. They can initiate their own learning during free play and invent imaginary games, and they enjoy using their senses to learn. Children of all ages develop their communication, language, social, emotional and physical skills very well indeed. As children get older they develop good early reading, writing and mathematical skills. Children appreciate and respect differences in others through whole-family cultural celebration days and interesting outings into the wider community. They are very well prepared for school or the next stage in their learning.

Setting details

Unique reference number	EY261387
Local authority	Southwark
Inspection number	1070523
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 - 5
Total number of places	67
Number of children on roll	55
Name of registered person	Kings College Hospital NHS Trust
Registered person unique reference number	RP521428
Date of previous inspection	1 July 2014
Telephone number	02032995358

Kings College Hospital Day Nursery (Mapother House site) registered in 2003 and is situated in Camberwell, in the London Borough of Southwark. The nursery caters solely for children of staff who work for the National Health Service. The nursery opens each weekday from 7am to 6.30pm for 51 weeks of the year. The nursery employs 17 members of staff. All staff hold a relevant early years professional qualification from level 3 to level 7. The nursery is in receipt of funding for free early education for three- and four-year-old children.

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