

Taplins Day Nursery SGH

Southampton General Hospital, Tremona Road, Southampton, Hampshire, SO16 6YD



Inspection date

12 April 2018

Previous inspection date

22 May 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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

- The management team, including representatives from the hospital trust, sets high expectations for staff and monitors the provision very effectively. It accurately identifies areas for development and quickly sets targets to improve the provision.
- Well-qualified staff provide a wide range of interesting and motivating learning experiences that children enjoy. They use their accurate assessments of children's learning to successfully help children learn new skills. All children are well prepared for their next stages in learning and eventual move on to school.
- A strong key-person system ensures that young children develop secure attachments with familiar staff who sensitively meet their individual needs. Children settle quickly, develop firm friendships and show a good sense of belonging.
- Partnerships with parents are well established. They very effectively support consistency in children's care and learning. Parents speak very positively about the 'excellent' care, support and learning opportunities the staff provide for their children.

It is not yet outstanding because:

- Staff do not consistently use all skills and knowledge gained from professional development opportunities to improve learning outcomes for children even further.
- Outdoor learning opportunities do not fully extend and challenge the development of children who prefer to learn in this environment.

What the setting needs to do to improve further

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

- ensure staff consistently use all skills and knowledge gained from professional development opportunities to improve their already good practice and raise learning outcomes for children even further
- enhance the use of the outdoor area to offer those children who prefer to learn outside further play and learning opportunities.

Inspection activities

- The inspector observed children's play during indoor and outdoor activities.
- The inspector discussed children's progress with staff. She looked at a sample of documentation, including staff suitability checks, and accident and incident records.
- The inspector spoke with the staff, children and parents at appropriate times during the inspection. She held a meeting with the interim manager and representatives of the leadership team and hospital trust.
- The inspector conducted a joint observation of an activity in the baby room.
- The inspector gathered the views of the local authority representative.

Inspector

Melissa Cox

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The interim manager and staff have a good understanding of their role and responsibility to safeguard children's welfare. They benefit from the training offered through the hospital trust, such as safeguarding children, to update their knowledge on how to recognise risks to children's welfare. Robust recruitment and vetting procedures help ensure that staff are suitable to work with children. The interim manager evaluates staff practice effectively. She observes staff regularly and gives them specific feedback to help develop aspects of their teaching and the children's needs. Staff effectively monitor the progress that children make and ensure they swiftly plan for any differences in learning. The hospital trust readily acts on the views of parents and carers. For example, staff have extended their planning and now offer a range of exciting trips into the community, such as picnics, which the children enjoy.

Quality of teaching, learning and assessment is good

Staff plan for individual children's interests and needs well. They interact positively with children as they play, and generally ask them questions to build on what they already know. Staff talk about numbers, shapes and sizes in conversation, to reinforce children's mathematical development. They support children to develop an understanding of sinking and floating, for example, as they experiment with containers during a water play activity. Babies and younger children enjoy exploratory play. For example, they squeal with delight as they build towers with blocks and then knock them down. Staff work very effectively with external professionals in developing a shared approach to supporting children's individual learning needs. For example, they successfully implement a picture exchange system to support some children to communicate their thoughts more readily.

Personal development, behaviour and welfare are good

Staff are positive role models and support children's emotional well-being very effectively. They successfully use their recent 'emotion coaching' to help children explore their feelings and manage their behaviour. Staff place a strong focus on promoting children's good health and children's understanding of how to lead a healthy lifestyle. Children are excited to go outdoors to explore. Since the last inspection, staff have reviewed their learning environments and positively enhanced the indoor play spaces, which has motivated the youngest children to make more choices in their play. Extra funding is used effectively to support children who have special educational needs (SEN), including the provision of a designated staff member to provide focused support.

Outcomes for children are good

All children, including those who have SEN and children who learn English as an additional language, make good progress from their starting points. Babies and younger children explore the play spaces with great enthusiasm and show good levels of independence. Pre-school-aged children learn about letters and the sounds they represent. They show great imagination as they draw pictures of pirate ships and confidently write their names on their artwork.

Setting details

Unique reference number	131615
Local authority	Southampton
Inspection number	1100541
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	63
Number of children on roll	95
Name of registered person	Southampton University Hospital NHS Trust
Registered person unique reference number	RP902357
Date of previous inspection	22 May 2017
Telephone number	023 8079 8778 or 023 81 208778

Taplins Day Nursery SGH registered in 1998. It is one of two nurseries run by University Hospital Southampton NHS Foundation Trust. It is located on the campus of Southampton General Hospital in Hampshire and provides care for the children of parents working at the hospital only. The nursery is open Monday to Friday from 7am to 6.30pm all year round. It provides funded early education for children aged two, three and four years. There are 22 staff working with the children. Of these, 19 hold an early years qualification at level 2 and above, including four staff who hold qualifications at level 5 and one who holds a qualification at level 6.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2018

