

# Inspection of Royal Free Hospital Staff Day Nursery

27-29 Pond Street, London NW3 2PN

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Inspection date: 6 January 2020

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Inadequate

## What is it like to attend this early years setting?

### The provision is good

The provider has appointed a new manager who has made many improvements since the last inspection. Professional development, including support from the local authority, has had a positive impact on practice. For example, staff are confident in their knowledge to safeguard children and effective in managing children's behaviour. The manager has developed staff's understanding of the key-person approach. Staff establish strong bonds with their key children and their families, who appreciate having a familiar face and someone who knows them well. These close relationships are highly effective in providing all children with emotional security. Staff assess what children know and are interested in, and plan effectively for their development. The young children in this nursery have positive attitudes to learning and enjoy a wide range of experiences. Staff provide exciting learning environments and activities that capture children's imaginations and support their development. Staff expose children to a wide range of language, introducing new vocabulary. They describe what children are doing as they play. For example, staff talk about what children eat at home and compare the similarities and differences. Staff are good storytellers. Children enjoy choosing books. They have fun adding familiar words and actions and using puppets to help tell the story.

### What does the early years setting do well and what does it need to do better?

- The new manager has worked hard alongside staff to make the environments safe for children and to improve the curriculum.
- Staff observe children as they make choices in their play. They enhance learning by adding information to things children find interesting. For example, they ask children to find something to add to their play or give them new vocabulary to describe an action or object.
- Staff's use of questioning to extend children's learning is sometimes ineffective because they ask too many questions and forget to give children time to respond. At times, they do not listen to children's replies to check their understanding.
- Staff present activities well to capture children's interest and support their development. For example, staff recycled Christmas tree pine needles from home to provide children with a sensory experience, to feel and smell. They used this activity to help children recall how their families celebrated Christmas and to understand that some people have different festivals.
- Staff talk highly of the new leadership of the setting, the support they have received and the building of team spirit. Staff comment on the time the manager gives back when training takes place outside working hours, which makes them feel valued.
- Children's behaviour is good. Staff give consistent messages and good

explanations to help children manage their frustrations and feelings. They have made transitions between activities smoother, using sand timers to notify children of a change so that they have time to finish what they are doing. Children are learning to wait for each other to finish before they have a turn.

- The manager has started to review staff's assessments of children's development. However, this monitoring is not yet being used to identify any gaps in teaching and learning to enhance children's outcomes.
- Children are encouraged by their key person to manage their self-care and independence. Even the youngest children manage to use a spoon and fork when eating, and to wash and dry their hands. Staff teach children to put on their coats, take them off and hang them up independently. Staff explain to children how to keep safe. For example, children learn to hold the hand-rail when walking upstairs.
- Children make good progress and are ready for their next stage in learning. They love responding to rhymes and stories. They develop an early understanding of mathematical concepts, counting as they play and talking about size and weight. Children develop good control and coordination of their bodies. They enjoy riding bikes, balancing on crates and jumping off. Children make friends and play happily together.

## Safeguarding

The arrangements for safeguarding are effective.

The manager has a secure understanding of his role to ensure all staff know how to keep children safe and to protect their welfare. The provider follows good recruitment procedures to help ensure the suitability of staff. The staff make good use of risk assessment to identify hazards, and put measures in place to minimise or remove the risk. Staff have good awareness of the signs that a child may be suffering abuse or neglect and know how to report their concerns. They understand wider issues, including the signs that may indicate that children or parents are being radicalised or exploited. Recent safeguarding training has improved all staff's knowledge of protecting children in their care.

## What does the setting need to do to improve?

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

- support staff to give children time to respond to the questions they ask and to listen to what children say, to check their understanding
- build on the review of children's assessments to identify and underpin any gaps in teaching, to enhance children's outcomes.

## Setting details

<b>Unique reference number</b>	EY482404
<b>Local authority</b>	Camden
<b>Inspection number</b>	10119037
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	1 to 2
<b>Total number of places</b>	47
<b>Number of children on roll</b>	19
<b>Name of registered person</b>	Royal Free London NHS Foundation Trust
<b>Registered person unique reference number</b>	RP534047
<b>Telephone number</b>	020 7794 9773
<b>Date of previous inspection</b>	23 July 2019

## Information about this early years setting

Royal Free Hospital Staff Day Nursery registered in 2014 and is situated in the London Borough of Camden. It provides care to children of the hospital staff and is open to families outside the Trust. The nursery is open each weekday from 7.30am to 5.45pm for 51 weeks of the year. It employs 13 members of staff. Of these, the deputy manager has qualified teacher status, three staff hold a qualification at level 6, and eight hold childcare qualifications at level 3.

## Information about this inspection

### Inspector

Ruth George

## Inspection activities

- The inspector conducted a learning walk with the manager.
- The inspector completed a joint observation and evaluated the teaching and learning with the manager.
- The inspector spoke to children at appropriate times throughout the inspection.
- The inspector held discussions with the manager and staff about their safeguarding knowledge. She sampled documentation and evidence of the suitability of staff working at the setting.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.

We carried out this inspection 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.

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