

# Inspection of Great Ormond Street Hospital Staff Nursery

8-9 Long Yard, London WC1N 3LU

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Inspection date: 8 June 2021

<b>Overall effectiveness</b>	<b>Good</b>
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	Not applicable

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

### **The provision is good**

Children thrive in this nurturing environment. They form strong bonds with staff and from these secure attachments, children feel safe and confident to explore and discover. Children behave very well. They demonstrate good manners and understand what is expected of them. Children learn to respect one another and recognise their individuality and diversity. They play harmoniously and develop strong friendships.

Staff have high expectations for children. Children who need extra help are very well supported. For instance, staff develop and implement personalised and targeted plans for them, with parents and outside professionals. Children make good progress and are well prepared for the next stage in their education. This includes children with special educational needs and/or disabilities and those who speak English as an additional language.

Nursery routines and resources are carefully planned, to support children at different stages in their development. Children show positive attitudes to their play and learning. Babies quickly learn how to enjoy books. They are highly curious and absorbed, as they turn pages and lift flaps to discover pictures. Older children listen intently to stories read by adults. They remember what they have heard and retell favourite stories using their own words, as they look at books by themselves.

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

- Staff have worked hard to overcome the challenges of the COVID-19 (coronavirus) pandemic. For example, to minimise the virus spreading, parents do not currently enter the building. However, leaders and staff have found other ways, such as emails and conversations outdoors, to share information about children with parents. Some children have been unable to attend nursery during the pandemic. Staff have maintained contact with their families, to support children's learning and check on their well-being.
- Children show pleasure in being independent and learning to care for themselves. They learn to use cutlery, pour their own drinking water and drink from an open cup. Children like being healthy and active. Older children know they must wash their hands regularly to clean off any germs. They speak about going outside for exercise and fresh air. Children enjoy nutritious food at mealtimes and discuss their favourite fruits and vegetables.
- Leaders and staff have a clear intent of what they want children to learn. They plan the curriculum well to ensure that children progress through the different stages in learning and are well prepared to move on to school. Staff say that they want children to be curious and enthusiastic learners. They help children to understand the world around them and teach them how to keep themselves

safe.

- Leaders value everyone's contribution to the nursery and are continually looking at ways to improve. They have recently reviewed the daily routines for each room, to help children get the most out of their time at nursery. Staff say they feel valued and supported by leaders and there is a strong team spirit. They are professionally qualified and attend ongoing training, to enhance their management skills and help them keep children safe. However, staff are not always as well supported to reflect on and develop the ways that they teach children.
- Staff know their individual children well and talk about them with great affection and interest. In general, staff support children's learning effectively. As children play, staff introduce different words and encourage them to try out new things. They listen to their ideas and support their interests. However, staff do not always meet children's individual learning needs as effectively during group times. For instance, some staff-led activities are too simple, or children have to wait too long for their turn. Therefore, children lose interest or find it hard to concentrate.
- Children are excited to learn. They confidently talk to adults and make choices about what they want to do. Babies persevere as they learn how to climb onto and over baby-gym equipment. Toddlers joyfully explore sounds and movements at music time and older children thoughtfully create interesting pieces of art.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and staff know how to keep children safe and promote their welfare. There is regular and robust safeguarding training for staff. They know how to recognise signs of abuse and respond appropriately to concerns about children's welfare. Leaders work closely with the hospital that the nursery provides for, to maintain a safe and healthy environment. Effective risk assessments are used to ensure that children play safely and receive appropriate care. Staff carefully supervise children during activities and outings, which contributes to their safety. There are thorough procedures and checks in place, to ensure staff are suitable to work with children.

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

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

- strengthen further the systems for staff supervision and professional development, to support staff in planning group activities which meet all children's needs.

## Setting details

<b>Unique reference number</b>	2500402
<b>Local authority</b>	Camden
<b>Inspection number</b>	10194344
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	73
<b>Number of children on roll</b>	69
<b>Name of registered person</b>	Great Ormond Street Childrens Hospital
<b>Registered person unique reference number</b>	RP911661
<b>Telephone number</b>	02078297824
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Great Ormond Street Hospital Staff Nursery re-registered in 2018, when the nursery moved to new premises. It is situated in the London Borough of Camden. The nursery is open Monday to Friday, from 7.30am to 5.45pm, throughout most of the year. 20 staff, including the managers, are employed by the provider. Of these, 18 hold relevant childcare qualifications. One of the managers holds early years professional status and the other is qualified at level 7. Other staff have qualifications at level 6, level 3 or level 2. The nursery caters for the children of staff working at Great Ormond Street Hospital.

## Information about this inspection

### Inspector

Sarah Crawford

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector carried out a joint observation with one of the managers.
- The inspector spoke to children and observed a range of activities indoors and outdoors, to assess the quality of education and the impact on all children's learning and development.
- The managers and the inspector met to discuss arrangements, such as the supervision of staff and how they evaluate the provision.
- The inspector took account of parents' views during the inspection, through speaking to them and looking at their written feedback.
- A range of documentation was looked at by the inspector, including records of children's attendance, first-aid certificates and evidence of staff suitability.

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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