

Inspection of King's College Hospital Day Nursery

King's College Hospital Nhs Foundation Trust, Mapother House, Decrepigny Park,
Denmark Hill, London, Surrey SE5 8AZ

Inspection date: 10 November 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Staff have very warm and caring relationships with children. This is a clear strength of the nursery. Staff take time to get to know children well. They value each child highly as an individual. Staff have very good knowledge of each child's personality, likes and dislikes. They ensure that they meet children's needs fully. Staff interact with children in positive ways, such as by using warm tones of voice, smiling and eye contact. Children are very confident, happy and safe. They keenly look at a range of interesting books. Children browse through books with delight and enthusiasm. Staff read stories to children in lively tones and teach children new words.

Children have good understanding of the world. For example, they plant and grow strawberries, and other fruit and herbs. This helps them to learn where food comes from. Children have good technology skills. For instance, they use a large interactive whiteboard to play games that support their early mathematical and literacy skills. Babies enjoy a wide range of interesting and creative activities, such as painting their hands. They experience different textures and materials, such as crispy autumn leaves and shredded paper. Staff help children to gain good physical skills. For instance, they ensure that babies have plenty of space and physical challenges. For example, babies climb, crawl and balance using a variety of apparatus, including soft-play equipment. Older play in well-equipped gardens where they balance on scooters and swing bridges, and climb across frames.

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

- Staff plan a broad and balanced curriculum, which is based on what children need to learn next. Children learn good skills in preparation for school. Staff provide children with a stimulating range of activities. They monitor children's progress closely and use this information to ensure that children get the right level of challenge in their activities. Children make good progress.
- Children learn to share and to take turns well. For example, they play well together in the home corner, where they take turns to make meals using real vegetables. Children play cooperatively together. Staff teach children about different cultures and religions, such as Diwali, Chinese New Year and Black History month. This helps children to learn about and respect different cultures and religions.
- Children develop good creative skills. For instance, they use tools and materials well to paint poppies. Staff explain the meaning of Remembrance Day. This helps to support children's understanding of the world. Older children are challenged well. For example, staff encourage children to cut out poppy shapes and decorate them using different tools and materials.
- Staff support children's communication and language skills effectively. For

example, they have a discussion time each morning where children talk about their experiences to support their language and early literacy skills. Staff ask children interesting, open questions and give children time to think and respond. They teach children sign language to further support their language skills.

- Staff teach children good early mathematical skills. For instance, they teach children to count securely and teach them the names of shapes when they play. Staff teach children mathematical vocabulary, such as 'bigger', 'smaller', 'heavier' and 'lighter'.
- Older children are able to do things for themselves. They help to prepare fruit snacks and serve themselves at mealtimes. Children put on their coats and shoes, and wash their hands independently.
- Staff manage children's behaviour successfully. They share group rules with children and use praise to reward their positive behaviour. Children behave well. Staff teach children about different feelings to help children to gain an understanding of their emotions.
- Staff work well with parents. They give parents regular updates on their children's progress and offer good ways to support children's learning. For instance, parents share their children's achievements at home with staff.
- The manager supports staff effectively. She discusses their workloads and training needs at regular individual meetings. For instance, staff have attended a range of courses, including teaching and development, encouraging children to be natural thinkers and a curiosity approach, which has led to improved outcomes for children.
- While children under two years of age enjoy a range of activities, staff do not consistently plan the organisation of the environment to enable children to choose for themselves and develop their independence further.
- Staff provide children with healthy meals and snacks. However, they do not consistently help children to gain understanding of the benefits of eating nutritious food.

Safeguarding

The arrangements for safeguarding are effective.

Staff have good knowledge of the signs and symptoms to be aware of if they have concerns regarding a child's welfare. They understand how to report concerns and procedures to follow to ensure children's safety. Staff are alert to any signs that a child might be at risk to extremism and know who to report their concerns to. Staff have regular training updates to keep their skills and knowledge up to date. The manager carries out comprehensive background checks on all staff as part of good safeguarding practice. Staff carry out daily health and safety checks in all areas of the nursery to help reduce any hazards. This helps to protect children from harm.

What does the setting need to do to improve?

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

- plan more ways for children under two years of age to freely choose and access resources, to develop their independence further
- help children to understand the value of their current healthy routines, particularly the benefits of eating nutritious food.

Setting details

Unique reference number	2528504
Local authority	Southwark
Inspection number	10208372
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	67
Number of children on roll	67
Name of registered person	King's College Hospital NHS Foundation Trust
Registered person unique reference number	2528502
Telephone number	02032995358
Date of previous inspection	Not applicable

Information about this early years setting

King's College Hospital Day Nursery registered in 2003. The nursery caters solely for children of staff who work for the National Health Service. The nursery opens all year round from 7am to 6.30pm, Monday to Friday, except for bank holidays. There are 23 staff, all of whom hold appropriate early years qualifications. This includes five staff who hold level 6 qualifications in early years and 18 staff who hold level 3 qualifications in early years. The nursery provides funded early education for children who are three and four years old.

Information about this inspection

Inspector

Jenny Beckles

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with staff and has taken that into account in their evaluation of the setting.
- The inspector went on a learning walk with the manager to discuss the aims of the curriculum.
- The inspector observed the interactions between staff and children, and discussed children's progress.
- Staff and children talked to the inspector at appropriate times during the inspection.
- The inspector held a meeting with the manager and sampled documentation.
- The inspector considered parents' comments during the inspection.

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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