

Inspection of County Hospital Day Nursery

County Hospital, Sewell Road, Lincoln, Lincs LN2 5QY

Inspection date: 28 April 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children's emotional well-being is supported well by staff. They have secure attachments with their key person. For example, when children in the baby room are unsure to join singing activities, they turn to their key person and put their arms out. Staff recognise when children need support and are sensitive in their approach. They give them cuddles and sit with them to join the activity, providing reassurance. Children benefit from staff being clear and consistent in helping them to understand the expectations of their behaviour. One example of this is when staff give children in the pre-school room a toy bear to hold. They explain to other children that when a child holds the bear it is their turn to talk and for others to listen.

Children are supported by staff to develop their large-muscle skills that will help them in preparation for early writing. For example, they are happy to join in activities staff plan to encourage them to move their bodies in different ways, such as to wiggle. Children show their hand-eye coordination when they use large pens in both hands to make the same movements on large pieces of paper. Children's views and thoughts are valued by staff, showing them respect. For instance, children in the pre-school room have opportunities to vote for which book they want staff to read to them.

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

- Staff provide children with experiences that help them to understand actions and to support their speaking skills. For example, when children pat biscuit dough in the toddler room, staff sing a song about patting and baking. Staff supporting children with special educational needs and/or disabilities (SEND) use sign language alongside spoken words.
- The manager and staff implement a curriculum that supports children to progress in their development as they move through the rooms in the nursery. This includes providing opportunities for children to be independent. For example, in the baby room, staff give children cups to use when they play with water. Children use these to scoop and pour. This helps them to develop the skills they need for the toddler room, where children have opportunities to pour their own drinks.
- In the toddler room, staff ask children to identify who they would like to pass a bowl to when they mix ingredients to make biscuits. This encourages children to take turns. However, occasionally, when staff plan experiences for children in the pre-school room, the learning intention for children is not fully supported. For example, when staff want children to learn how to share resources, they do not introduce this concept.
- The manager uses additional funding effectively to support the individual needs

of children. For example, some children with SEND receive one-to-one support from staff to help meet their learning needs. Staff work closely with other professionals to identify how they can support children, such as with their physical skills.

- The manager supports staff with their teaching practice and well-being. Staff have opportunities to reflect on their practice and to extend their professional development. For example, staff in the baby room attend training courses to help them develop their knowledge of how to support babies to sleep safely. Staff say that they feel supported with their well-being and that the manager is friendly and offers them reassurance.
- Children are keen to join large-group activities. They are supported by staff to understand the life cycle of a caterpillar. However, occasionally during planned small-group experiences for children in the pre-school room, staff do not maintain children's interest and attention. For example, when children are invited to look for insects in the garden, they quickly become distracted by other toys around them.
- Staff keep parents informed about their children's development. They support parents to continue their children's learning at home. Parents say that they appreciate the list of books they receive from staff to encourage them to read stories to children at home. This helps to create consistency between home and the nursery to support children's development.

Safeguarding

The arrangements for safeguarding are effective.

Staff carry out safety checks in the environment to make sure it is safe for children. For example, they are quick to mop spilled water off the floor in the baby room to provide children with a safe surface to play. Staff with paediatric first-aid training are allocated appropriately around the nursery so they are able to deal with a child's minor medical incident quickly. The manager and staff understand their responsibilities to safeguard children. They know how to identify the signs that may suggest a child is at risk of harm or being exposed to radicalisation.

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 strengthen the delivery of planned activities to include all identified learning intentions for children in the pre-school room
- help staff to maintain pre-school children's interests during planned activities to encourage them to benefit from the learning experiences offered.

Setting details

Unique reference number	253690
Local authority	Lincolnshire
Inspection number	10280572
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	39
Number of children on roll	53
Name of registered person	For Under Fives Limited
Registered person unique reference number	RP907030
Telephone number	01522 573081
Date of previous inspection	29 August 2017

Information about this early years setting

County Hospital Day Nursery registered in 1992. It is situated in the grounds of Lincoln County Hospital and is independently run from the hospital. The nursery employs 11 members of childcare staff. Of these, five hold appropriate early years qualifications at level 6, five at level 3 and one at level 2. The nursery opens from Monday to Friday, all year round apart from bank holidays and for one week between Christmas and new year. Sessions are from 6.45am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Hayley Ruane

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 the provider and has taken that into account in their evaluation of the setting.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed how she implements the curriculum.
- The inspector observed the quality of education during activities, both indoors and outdoors, and assessed the impact this has on children's learning.
- Children spoke to the inspector throughout the inspection.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager. She reviewed relevant documentation and evidence of the suitability of staff working in the nursery.
- Parents shared their views of the nursery with the inspector.

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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