

Inspection of Amersham Hospital Day Nursery

Amersham Hospital, Whielden Street, Amersham, Buckinghamshire HP7 0JD

Inspection date: 16 May 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 are happy, confident and motivated to learn in this welcoming and homely nursery. They thrive through the close and loving bonds they form with the nurturing and caring staff. Babies giggle and smile as staff respond to their cues playfully. They benefit from positive interactions that support their early communication and language development right from the start. Children are settled and demonstrate that they feel safe and secure. Staff know children well and are highly attuned to their individual needs.

Children access a curriculum that builds on what they know and can do. They are eager to get involved with all of the enjoyable experiences staff offer. For example, children work together to make a police station out of giant cardboard boxes. They talk with confidence about the different roles of people who help us in the community. Children develop their critical thinking skills as they discuss how to place the boxes together. They listen to one another and consider each other's ideas. Children are excited to recall and share their new knowledge that cement is used to stick bricks together as they pretend they are builders. They behave well. All children, including those with special educational needs and/or disabilities, make good progress.

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

- Staff encourage children to hear new words and gain a rich and varied vocabulary. For instance, during a music session, two-year-olds learn the names of different instruments. They recognise the 'guiro', 'cymbals' and 'tambourine' as they choose their favourite instrument to play. Children relish the opportunity to explore and discover different ways to make sounds and express themselves through music.
- Staff provide children with plenty of opportunities to be physically active throughout the day. Children benefit from following exercise sessions outside in the fresh air. They take part in yoga and music and movement routines. Older children create balancing beams, and babies and toddlers build their strength and agility as they climb on soft-play equipment. Children learn the importance of leading a healthy lifestyle.
- Staff read to children, sing and teach them simple rhymes. They talk to children about what they are doing and ask questions to test their understanding. However, at times, staff do not make sure that children who are less confident to speak in group situations have the same opportunities to do so as their peers. On occasions, they do not give children the time they need to respond to questions and express their thoughts and ideas.
- Staff have high expectations for children's behaviour. They ensure children understand the rules and routines of the setting and give children clear and

consistent explanations as to why these are in place. Staff encourage children to consider one another and use positive techniques to help them understand their emotions and express their feelings. As a result, children are kind, polite and develop good social skills.

- Staff place a strong focus on encouraging children to be independent in all that they do. For instance, younger children begin to attend to their own self-care routines, such as putting on the own shoes. Older children take great pride in being given the important task of laying the table with cutlery and having a special role in serving lunch for their friends. They relish the responsibility to do things for themselves and be helpful.
- Leaders support staff well-being and ensure that they feel valued in their roles. They provide opportunities for staff to continue their professional development, progress into senior positions and work towards higher qualifications. Every staff member has a role that they take responsibility for in the nursery. This reflects their particular expertise and talents. Staff are highly reflective and work together to consistently enhance the quality of care and education for children.
- Parents express how well staff support them to understand what their children are learning and how to continue this at home. For instance, parents take home books and activity cards from the nursery's lending library to complete with their children. Leaders invite parents to come and talk to children about their jobs and attend special occasions such as a celebration for the King's Coronation. Leaders recognise the vital importance that good partnerships with parents have on positive outcomes for children.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of their responsibilities to safeguard children. They are aware of the signs that might indicate a child is at risk of abuse. Staff understand the procedures they must follow to record and report any concerns about a child or the conduct of adults working with children. They access a wide range of training in all areas of health and safety, and leaders ensure that staff keep this up to date and current. Leaders have robust arrangements for recruitment and checking staff's ongoing suitability to care for children. They ensure that all staff are aware of children's dietary requirements and any individual health care plans, and how to follow these to meet their needs.

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 consistently give children the time they need to think and respond to questions, and ensure children who are less confident to talk are included to express their thoughts and ideas.

Setting details

Unique reference number	EY260961
Local authority	Buckinghamshire
Inspection number	10285923
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	80
Number of children on roll	55
Name of registered person	Buckinghamshire Hospitals NHS Trust
Registered person unique reference number	RP521419
Telephone number	01494 734 251
Date of previous inspection	24 October 2017

Information about this early years setting

Amersham Hospital Day Nursery registered in 2003. It is located on the Amersham Hospital site in Amersham, Buckinghamshire, and primarily serves children of employees of the NHS. The nursery is open Monday to Friday from 7.15am to 6pm throughout the year. It is in receipt of funding to provide free early education for children aged two, three and four years. There are 20 staff working at the nursery, 17 of whom hold relevant qualifications from level 2 to level 6.

Information about this inspection

Inspector

Alice M Roberts

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 nursery.
- Parents shared their views of the setting with the inspector.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke to staff and children at appropriate times throughout the inspection.
- The manager and the deputy manager showed the inspector around the nursery and talked to inspector about their curriculum for children.

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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