

Inspection of Taplins Day Nursery SGH

Southampton General Hospital, Tremona Road, Southampton, Hampshire SO16
6YD

Inspection date: 25 January 2024

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous
inspection Good

What is it like to attend this early years setting?

The provision is good

Children happily and quickly settle into activities on arrival. They have strong bonds with the warm and caring staff. Children, including those who are not yet talking, are confident in expressing their thoughts, feelings and ideas. For example, children use gestures to show that they want to sing 'Wheels On The Bus'. They beam in delight when staff quickly understand and begin to sing.

Staff have high expectations of children and their behaviour. Children have a good understanding of what is expected from them. They learn to solve minor conflicts, such as over a toy, with adult support.

Children develop a sense of autonomy as staff give them opportunities to have opinions and make choices. Staff skilfully weave mathematics and an understanding of democracy into children's experiences. For example, children vote for which messy play equipment they would like and are supported as they work out which option has the most votes.

Children learn to cook a variety of foods as staff are passionate about teaching them important life skills. Children eagerly take part in activities, such as preparing fruit kebabs and garlic naan bread. Staff help children to develop a love for reading. They read stories to children who have clear favourites such as 'The Gruffalo's Child'. Children eagerly join in as they shout out the phrases they have recalled.

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

- The manager and staff have created a curriculum with input from parents and children. The curriculum builds on what children know and can do. It is based on four key aims. These are to develop children's independence, to promote their understanding of emotions, to support them to be confident communicators and to become curious and active learners.
- Children, including those with special educational needs and/or disabilities (SEND) and those who speak English as an additional language, make good progress in their learning and development. Staff use assessments effectively to determine children's next steps in learning.
- Activities are carefully planned to meet the curriculum aims and children's next steps. However, on occasion, there are inconsistencies in how staff implement these activities. This impacts children's learning and development as they sometimes become disengaged.
- Staff ensure children who speak English as an additional language are fully included within the provision. They work with families to support the development of children's language skills in their home language as well as

English. Staff share children's home languages and cultures with all children. For example, parents have recently recorded themselves reading stories in their native tongue for all children to listen to. This helps develop children's sense of belonging as well as their language skills.

- Staff support children's communication skills well. They model new vocabulary to children and repeat these frequently to develop children's understanding. For example, staff introduce words such as sandcastle and bucket as children play in the sandpit. Additionally, staff teach children simple sign language. This helps them to communicate before they have developed their spoken vocabulary. This, in particular, helps children who speak English as an additional language and children with SEND to communicate.
- Parents comment on the strong bonds that the key person has with their children. They highly value the good communication they receive from staff. This includes ideas on how to support their children's learning at home. Staff build on this further by offering a lending library to parents that includes a range of books and treasure bags.
- Overall, children behave well and follow the rules of the provision. However, there are points in the daily routines when children are asked to sit for long periods, such as before, during and after mealtimes. At these times, some children become restless and unsettled.
- Staff teach children about how to keep themselves safe in numerous different ways. For example, staff use age-appropriate methods to teach children about online safety. Children also confidently share what to do if the fire alarm was to sound. They explain they have to leave the building to keep themselves safe.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- embed further staff's understanding of how to implement activities to meet the curriculum aims
- review daily routines and transitions so children are not waiting for extended periods of time.

Setting details

Unique reference number	131615
Local authority	Southampton
Inspection number	10311842
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	63
Number of children on roll	90
Name of registered person	Southampton University Hospital NHS Trust
Registered person unique reference number	RP902357
Telephone number	02381208778
Date of previous inspection	12 April 2018

Information about this early years setting

Taplins Day Nursery SGH registered in 1998. It is located on the campus of Southampton General Hospital in Hampshire and provides care for the children of parents working at the hospital only. The nursery is open Monday to Friday from 7am to 6.30pm all year round. It provides funded early education for children aged two, three and four years. There are 18 staff working with the children. Of these, 12 hold an early years qualification at level 2 and above, including five staff who hold qualifications at level 5 and above.

Information about this inspection

Inspector

Natasha Jarvis

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 manager explained the curriculum intentions to the inspector during the learning walk.
- The inspector took part in discussions with managers, the nominated individual and staff during the inspection.
- The manager and the inspector observed and evaluated an activity together.
- The inspector sampled relevant documents and reviewed evidence of the suitability of staff.
- Parents shared their views with the inspector.
- The inspector observed staff and children throughout the day.

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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