

County Hospital Day Nursery

Inspection report for early years provision

Unique reference number 253690
Inspection date 07/12/2009
Inspector Melanie Arnold

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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

County Hospital Day Nursery is one of several nurseries run by 'For Under Fives Ltd'. It opened in 1991 and operates from a self-contained building in the grounds of Lincoln County Hospital. Children are cared for in different rooms according to their age. All children share access to a secure enclosed outdoor play area. The nursery is open each week day from 6.45am to 6.00pm, all year round, with the exception of Bank Holidays.

The nursery is registered to care for a maximum of 42 children at any one time and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Priority for places is given to health authority staff but places are also available to the general public. There are 67 children on roll, all of whom are in the early years age range. Of these, 17 children receive funding for early education. The nursery supports children with special education needs and/or disabilities and children with English as an additional language.

The nursery employs 12 members of staff to work with the children. All of whom hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individuality is respected and valued by the caring staff team. The majority of staff ensure all children are supported so that everyone is included and challenged appropriately. The settings mainly effective systems help children to make good progress in their learning and development. Staff effectively implement the settings clear policies and procedures to ensure children are safeguarded and their welfare promoted. Partnership working in the wider context is used to promote the integration of children's and learning experiences. Improvements made since the last inspection have improved outcomes for children and the settings process of self-evaluation is effective in promoting continuous improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop further the use of observations and assessments to more accurately monitor children's progress towards the early learning goals and use the observations and assessments to more clearly identify and plan for individual children's next steps for learning
- encourage further younger children's participation in creative activities
- ensure all staff are fully effective in asking open questions to support and extend children's thinking.

The effectiveness of leadership and management of the early years provision

Children are cared for in a warm and welcoming setting, where they are organised into three different play areas according to age. This ensures children then have access to a suitable range of toys and resources to meet their developmental needs. Clear safety and security procedures are followed by staff to help protect children's health and safety. For example, the setting is securely maintained and risk assessment procedures identify and minimise potential hazards. Children are safeguarded through the setting's clear recruitment and vetting procedures, which are used to ensure the suitability of staff. All staff hold appropriate early years qualifications and they continue to develop their skills through ongoing training. All required records, documents and policies are well maintained and effectively implemented to promote positive outcomes for children. The setting have made improvements by working on the recommendations raised at the previous inspection. The staff work well as a team and are committed to providing a good standard of care. The manager has a clear vision for the setting and she ensures all staff remain focused and motivated. The setting is fully monitored through regular quality checks and a robust system of self-assessment, which leads to the clear identification of targets for further improvement.

Inclusive practice is promoted throughout the setting to ensure everyone feels valued and respected. Staff develop effective relationships with parents and carers to ensure clear information is shared and exchanged for the benefit of children's care and learning. This enables staff to get to know each child well and also ensures each child can make progress from their individual starting points, regardless of their backgrounds and beliefs. Children with English as an additional language are supported and integrated into the setting, ensuring their needs are met. Parents are kept well informed about the care of their children through the use of verbal feedback and written diaries for younger children. Regular parents evenings are also held to keep parents up-to-date with their children's progress. The setting have developed 'sharing tree' display boards to encourage parents to share information from home and contribute to their children's learning. The setting work well with other providers and services to promote continuity and progression for all children.

The quality and standards of the early years provision and outcomes for children

Children are cared for in a safe, secure setting, where space and resources are organised generally well to meet their needs. All rooms are set out to provide children with independent access to resources and play materials covering each area of learning. However, younger children are not always actively encouraged to access and participate in a range of creative activities. Children's health and safety is protected due to staff implementing the setting's clear policies and procedures. For example, staff have a good understanding of child protection procedures to ensure children are safeguarded at all times. Children's well-being is promoted because staff implement good health and hygiene routines to help minimise the

risk of the spread of infection. The clear exclusion policy also helps to maintain a healthy setting for everyone. Children are encouraged to adopt healthy lifestyles. They are provided with a healthy range of meals and snacks which fully meet their dietary requirements. Staff create a homely environment for meal times. They use a table cloth and put a vase of flowers onto the table. They then set out the cutlery and napkins and sit with the children while they eat their meals. This helps children to develop good social and communication skills. Children learn about maintaining their own health and safety through discussions, activities, regular occurrences and people of interest visiting the setting. For example, children learn about the role of the ambulance and fire service and the community police officers through visits from these professionals. Children's behaviour is predominantly good. They enjoy sharing and play co-operatively with their peers. Staff act as positive role models which encourages good behaviour and helps children to also learn to value differences and diversity. Children's awareness of the wider world is further promoted through discussions and planned activities.

Children's are making good progress in their learning and development. Staff plan activities in line with children's interests and needs and deliver these through inside and outside play. Planning is also used to ensure the six areas of learning are covered. Observations and assessments are in place and regularly shared with parents and carers. However, these records are in the process of being updated as they have yet to be used to more accurately monitor children's progress towards the early learning goals and to then identify and plan for individual children's next steps for learning. Children display good levels of confidence in their surrounds and they are settled and secure. For example, babies regularly seek out their key person for comfort and reassurance when needed. Children enjoy looking at books from a young age. For example, a baby takes a book to a member of staff who begins to read the story to a small group of children. The member of staff asks the children to count how many items they can see on the page and one of the babies begins independently counting. Although the baby is not specifically counting the items in the book, it shows how staff are skilfully promoting children's awareness of number from a young age. Within the two-to-three year room children are well cared for and staff interact generally well with the children. However, staff within this room are not as skilful at promoting and supporting children's learning as they do not effectively question the children during their play. Older children enjoy and recall simple songs from memory during singing time and all children have access to a good range of information, communication and technology resources which they use to support their learning.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met