

County Hospital Day Nursery

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

Inspection date	28/05/2014
Previous inspection date	07/12/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Skilled and knowledgeable staff support children's learning well. Teaching is good as they understand how children learn best and provide them with a range of experiences. Consequently, children make good progress in all areas of development.
- The manager has a clear vision for further improvements. She sets high standards, monitors effectiveness and encourages staff professional development through training, which demonstrates a drive for quality improvement.
- Staff are committed to safeguarding children and they fully understand their roles and responsibilities and the procedure to follow should they have any concerns.
- Partnerships with parents are firmly established. Staff fully involve parents in their child's learning and seek their views about improvements to the nursery.

It is not yet outstanding because

- Children in the baby room have less opportunities to be independent as they are unable to get down off furniture provided.
- Older children do not have the opportunity to extend their independence in all routines, for example, by preparing tables at lunch time.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector had a tour of the nursery with the deputy manager and held discussions with the manager.
- The inspector carried out a joint observation with the manager.
- The inspector observed adult-led and free-play activities taking place in the playrooms and outside area.
- The inspector took into account the views of parents and carers spoken to on the day.
- The inspector checked evidence of suitability and qualifications of staff working with children and the nursery's self-evaluation and improvement plan.

Inspector

Hayley Ruane

Full report

Information about the setting

The County Hospital Day Nursery was registered in 1991 and is on the Early Years Register. It is situated in a self-contained building in the grounds of Lincoln County Hospital, Lincolnshire and is one of several nurseries run by 'For Under Fives Ltd'. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The nursery employs fifteen members of childcare staff. Of these, fourteen hold appropriate early years qualifications at level 3, including one at level 4. The nursery opens Monday to Friday all year round. Sessions are from 6.45am until 6pm. Children attend for a variety of sessions. There are currently 70 children attending who are in the early years age group. The nursery provides funded early education for three and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- enhance opportunities for younger children to further develop growing independence by providing furniture suitable for their age and stage of development
- encourage older children's independence further, for example, by providing opportunities for them to prepare their environment at mealtimes.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The nursery staff have a good knowledge and understanding of the requirements of the Early Years Foundation Stage. This results in good quality teaching, as a result, children are making consistently good progress in their learning and development. Staff plan for all children taking account of their individual needs and interests, in both the indoor and outdoor play area. As a result, children have good fun and enjoy their time in nursery. A bee's nest in the outdoor area creates a point of interest for older children. Staff extend children's interests and learning by talking about bees and looking at the texture of the nest. This activity is extended by children suggesting they would like to draw a picture of a bee. Staff ask open-ended questions to establish equipment and resources needed for children to achieve their goal and support them in finding the equipment. Therefore, older children are able to follow their interests in an environment that supports their learning well. Effective routines are in place with regard to assigning each child a key person, as they move from room to room within the nursery. Each key person completes spontaneous and planned observations of the children, using the information to assess what the children need to do next. Children enter a vibrant, welcoming environment

where their artwork is displayed throughout. This encourages them to share their work with parents, recall the activities they have enjoyed and develop a sense of achievement. Resources are stored at low-level, which enables children to make an informed choice with regard to their play, therefore developing their confidence. Labels are used to encourage children's recognition of letters and pictures so that children can recognise what is in the toy boxes before choosing their play.

Communication and language is promoted very well. Staff use open-ended questions very well to encourage children to extend their thought processes and language development. Babies and toddlers hear lots of repetition of words helping them to become familiar with them and eventually begin to introduce them into their own vocabulary. All children are interested, motivated and engaged in the activities provided. Babies and toddlers enjoy activities that encourage them to make marks and explore their senses. For example, they use pencils crayons to make marks on paper and use their hands to explore the texture of sand and water. They enjoy the feel of the water running through their fingers and use a variety of containers to scoop and pour. The member of staff talks to them about holidays and visiting the beach. Therefore, they are being expressive through art and are able to connect their learning to past experiences. Children are supported very well within the routines of the day. A wide variety of activities encourage their developing skills in readiness for school. For example, circle time encourages children to take turns and speak confidently about toys they have brought from home. Therefore, children make good progress in their learning. Children move around the room becoming involved in the activities and staff encourage them to make choices, including when they wish to play outdoors. However, toddlers are sometimes restricted due to furniture not being of a suitable size to allow them to freely move from one activity to another. A variety of books and resources helps children gain an understanding of diversity and the wider world. They learn about cultural events and celebrations, for example, older children recently made their own castle to reflect their forthcoming visit to the local castle to celebrate their time at nursery before moving onto school. Effective systems are in place to support children who speak English as an additional language and children with special educational needs and/or disabilities. Displays and books reflect people and families from around the world, well as their own families, which has a positive impact on children's feeling of security and belonging.

The manager and staff demonstrate a secure understanding about the progress check at age two, ensuring this is carried out when children are in the Ladybird room. Staff work closely with parents to complete their child's progress check at age two. Parents have their own copy to share with other health professionals as they wish. Staff and parents work in partnership to ensure continuity of care. The nursery collects information from parents about children's interests and abilities before they join the nursery. 'All about me' booklets are used to discover children's particular likes and dislikes in order to plan a tailored learning experience right from the start. Parents are invited to come and settle their children. Parents spoken to use words, such as, 'the nursery has a cosy feeling and all staff are very friendly'. Parents also state that communication between themselves and the nursery is particularly strong and they feel fully informed about their child's stage of development through effective systems for communication each day.

The contribution of the early years provision to the well-being of children

Parents and carers are warmly welcomed and children enter the nursery with confidence. Children clearly demonstrate that they feel safe and secure. When they arrive they select their own slippers and hang their coats before saying goodbye to their parents. Children benefit from clear settling-in procedures as time is spent getting to know them, their families and their individual needs. As a result, all children and their parents are made to feel welcome and valued. A well-established key person system and the effective deployment of staff enable children to form secure emotional attachments. Interaction between staff and every child is strong. For example, children actively seek out their key person for comfort and reassurance when they are unsure of other adults around them. The walls contain examples of children's creative work and this gives them a sense of belonging and shows them that their opinions and creations are valued by staff. Resources are well-organised, maintained and stored at low-level, encouraging children to select toys they would like to play with. Therefore, making their own choices and developing independence. Children in the Ladybird and Butterfly rooms join together for lunchtime and outside play and have joint access to certain rooms within the nursery. They are well prepared for their next stages in development and visits take place in advance to prepare children emotionally before moving from one room to another within the nursery.

Comprehensive information gained from parents about particular dietary requirements enable the nursery to take appropriate steps to ensure children do not come into contact with unsuitable foods. Mealtimes are social occasions as the children sit chatting to their friends and staff, as they become more confident and encouraged to feed themselves with appropriate cutlery provided. At snack time children independently select their own plate, cup and fruit, however, at lunchtime, children do not have the opportunity to extend their independence by preparing tables for lunch. Staff positively encourage children to manage their personal hygiene routines with increasing levels of independence. All children learn appropriate hygiene routines, which are also displayed as a reminder. Staff support younger children with toileting as needed and babies comfort is maintained throughout the day, as nappy changing routines ensure their comfort is maintained.

Behaviour within the setting is very good and children are encouraged to be kind and considerate towards each other. Staff are very good role models and continually build children's self-esteem and confidence through the praise and encouragement they give them. The safety of children is paramount. They learn to keep themselves safe at all times, for example, staff remind them to keep a safe distance from the bee's nest and not to throw sand as it may go in other children's eyes. Regular fire drills are practised with the children, ensuring they are familiar with the procedure and raising their awareness and understanding of how to stay safe. Records of all fire drills are recorded and evaluated to ensure the procedure remains suitable for the safety of staff and children. Staff ensure the environment is healthy and safe. They check all areas prior to the children arriving. Children benefit from plenty of fresh air each day. Time is allocated for babies to have time outdoors which compliments their individual sleep routines. Toddlers and older children have free access to the outdoor play space and choose when they wish to play outside. Babies and toddlers are allocated a certain area outdoors to enable those

who are not yet mobile to remain safe while playing.

The effectiveness of the leadership and management of the early years provision

Staff demonstrate a strong understanding of safeguarding children in their care and their role in protecting them from abuse and neglect. Safeguarding children is a priority and all staff receive ongoing training to keep their knowledge up-to-date. Thorough processes are in place to ensure required checks are completed and staff are safe and suitable to be in the proximity of the children. Consequently, children remain safe. Comprehensive written risk assessments are completed which identify potential risks within the nursery and outdoor play area and appropriate steps are taken to minimise them. Clear and concise written policies and procedures are in place, known by staff and shared with parents. The nursery is very well established as it has been operating for a number of years with the same manager and staffing team. The extremely competent management team are motivated, keen and supportive of all the staff. Comprehensive induction processes ensures all staff are clear about their role and responsibility from the start of their employment. This includes obtaining references and interviews where scenarios of safeguarding are discussed. All are qualified and have opportunity to attend training on safeguarding, first aid and food hygiene. Good practice is shared and information from any training courses is cascaded to the wider team. Consequently, children's well-being is maintained and they remain safe as staff have up-to-date information as to how to support them and meet their needs. All staff receive regular supervision and appraisals to identify their level of practice and any training needs.

Staff are enthusiastic and motivated with regard to ongoing professional development. Relevant training courses are actively sought through the local authority, so knowledge of the childcare field continually develops which has a positive impact on the care and learning opportunities provided. The manager effectively monitors the quality of practice within the nursery. This includes completing observations of practice, reviewing children's learning journals to ensure staff are regularly observing and assessing each child. Finally, through tracking children within the nursery the member of staff who takes the lead on educational programmes is able to ensure the information is used successfully to identify the next steps in each child's learning. Therefore, children progress well.

The manager is clearly dedicated and passionate about raising standards for young children. Self-evaluation is an important part of the continual development of the service provided. Staffs and parents views are actively sought through the use of questionnaires and verbal discussion. This enables management to take account of their views when identifying particular areas of strength and areas for development. The nursery has a full range of policies and procedures which are shared with parents. Parents are aware of their child's key person and have opportunities to discuss their child's progress at parents evenings. This close partnership working with parents enables children to feel settled and comfortable to ensure their needs are being met. The special educational needs co-ordinator has a good knowledge and understanding of her role and responsibility to ensure individual needs of all children are being met and every child is valued and

supported. Partnerships with external agencies and services are well established and make a positive contribution to meeting children's needs. The manager attends transition meetings with schools in the local area to discuss ways in which to prepare children in their next steps in learning. This is supported by the nursery passing learning journals to the schools.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	253690
Local authority	Lincolnshire
Inspection number	866780
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	42
Number of children on roll	70
Name of provider	For Under Fives Limited
Date of previous inspection	07/12/2009
Telephone number	01522 573081

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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