

# County Hospital Day Nursery

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



**Inspection date** 29 August 2017  
Previous inspection date 28 May 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The leadership and management are strong. The manager is ambitious for the success of the nursery and is committed to her role. Self-evaluation is accurate and includes the views of practitioners, parents and children. A culture of reflective practice is firmly embedded among the practitioners, who are equally invested in raising quality.
- Practitioners foster all children's language skills well. They skilfully match the level of their communication to each individual child's needs and provide the right level of support to further extend children's vocabulary and understanding.
- Practitioners have a good relationship with the local school that children move on to. Teachers are invited to visit the children at the nursery. Information is shared with the teachers when children are due to start school to ensure continuity of learning and care.
- Practitioners successfully promote children's positive behaviour in the nursery. They encourage children to manage their own behaviour and develop a sense of responsibility. Practitioners are good role models and teach children to be kind.

### It is not yet outstanding because:

- Opportunities for all practitioners to share their expertise, knowledge and skills have not been fully developed so that teaching is raised to an outstanding level to maximise children's attainment.
- Practitioners do not fully encourage parents to extend their child's learning at home and to share information about what children are learning outside of the nursery.

## What the setting needs to do to improve further

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

- provide more targeted opportunities for practitioners to share their knowledge and skills to learn from each other and help raise teaching to an outstanding level
- explore further ways to help parents build on what their children are learning in the setting.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with practitioners and children during the inspection.
- The inspector completed joint observations with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation and evidence of the suitability of practitioners working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

**Inspector**  
Susan Riley

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The management team has robust systems in place to ensure that all practitioners have a strong understanding of child protection issues and procedures. The recruitment and ongoing vetting processes are rigorous and leaders make sure that all practitioners are suitable to work with children. Practitioners refresh their skills regularly and attend training. This has a positive impact on outcomes for children. Practitioners seek and respond to the views of parents on a daily basis. Children are always fully supervised by well-qualified practitioners. The manager thoroughly monitors the progress of different groups of children, including those for whom the nursery receives additional funding. This helps to ensure that early intervention and additional support is introduced swiftly. Parents speak very highly of the nursery.

### Quality of teaching, learning and assessment is good

Children are enthusiastic learners and practitioners are skilled at building on this interest to extend their learning successfully. Practitioners accurately assess children's level of development and regularly share their achievements with parents. Older children count, recognise numerals, compare and complete simple calculations with numbers, especially when baking. Practitioners provide a wide range of activities to help children practise their physical skills. Children have lots of opportunities to explore, experiment and be creative using an array of resources and materials. Practitioners in the toddler room are particularly effective in helping younger children to develop their listening skills and understanding. For example, children play a listening game and quickly recognise the nursery rhyme. Practitioners carefully watch babies and younger children and quickly notice and build on their interests. For instance, they start a game of peek-a-boo as babies show an interest in the basket of textured fabrics.

### Personal development, behaviour and welfare are good

Practitioners provide a welcoming learning environment which reflects the diverse range of children's backgrounds. They help children to gain an awareness of communities in the wider world. Children show consideration for their friends and behave well. They learn from their golden rules, particularly about sharing and using their manners. Practitioners provide many opportunities for children to develop their independence. Children access water to drink throughout the day and serve their own healthy snacks. Practitioners are kind, caring and very sensitive to the emotional needs of children. The key-person system works very well to help children feel emotionally secure and safe. Children develop an in-depth understanding of healthy lifestyles.

### Outcomes for children are good

All children develop a positive approach to their learning and make good progress from their starting points. They develop the skills they need for their next stage in learning, including school. All children begin to develop writing skills from an early age. They make marks indoors and outdoors. Children are listened to and their views are respected. For example, the older children vote for the story they want read to them.

## Setting details

<b>Unique reference number</b>	253690
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	1087723
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	39
<b>Number of children on roll</b>	48
<b>Name of registered person</b>	For Under Fives Limited
<b>Registered person unique reference number</b>	RP907030
<b>Date of previous inspection</b>	28 May 2014
<b>Telephone number</b>	01522 573081

County Hospital Day Nursery registered in 1991. The nursery employs 15 childcare practitioners. Of these, 12 hold appropriate early years qualifications at level 3, one holds a qualification at level 4 and one at level 6. The nursery opens Monday to Friday all year round. Sessions are from 6.45am until 6pm. The nursery provides funded early education for three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2017

