



Kidsunlimited Nurseries - The Pavillion, Beckenham

Inspection report for early years provision

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| Unique Reference Number | 159401 |
| Inspection date | 13 September 2006 |
| Inspector | Jane Wakelen |
| Setting Address | HSBC Sports and Social Club, Lennard Road, Beckenham, Kent, BR3 1QW |
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| Registered person | Kidsunlimited Nurseries |
| Type of inspection | Integrated |
| Type of care | Full day care |

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

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

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

The Kids Unlimited Day Nursery opened in January 2001 and is managed by Kids Unlimited Company. It operates from the converted sports pavilion in the HSBC sports ground in Beckenham. There is a main line station within walking distance. The nursery includes a baby unit, toddler unit and pre-school group with use of a secure outdoor play area. The Nursery offers day care places to employees of HSBC bank and the local urban community of Beckenham and its surrounding areas.

There are currently 99 children on the roll of whom 16 are funded 4 year olds and 10 are funded 3 year olds. The setting supports children with learning difficulties and children who speak English as an additional language.

The nursery opens Monday to Friday, 51 weeks of the year. Their opening hours are 07.30 hrs. to 18:00 hrs.

There are currently 21 staff working with the children. Over half the staff have early years qualification to NVQ level 2 or 3. There are 4 staff who are currently working towards a recognised early years qualification. The nursery also employs a cook.

The group has support from a qualified teacher through the Early Years Development and Childcare Partnership. An early stage French programme is offered as part of the overall nursery curriculum.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn through regular daily routines such as meal times, about the importance of personal care, washing their hands before they eat their meals and after using the toilet. Staff follow thorough hygiene routines when changing children's nappies, wearing gloves and aprons and disposing of the nappy immediately to ensure children are protected from cross infection. Children's health is fully promoted through the use of individual drinking cups for the children, flannels and mat covers that are washed daily and individual pots for dummies, to ensure children are not put at risk. Babies health is well protected because staff ensure all visitors to the baby room wear shoe protectors, to enable babies to crawl around on the floor in a clean, safe environment. Staff confidently handle babies ensuring that strict hygiene routines are followed to protect the babies health and well being.

An excellent menu is in place for children offering healthy meals, with special dietary needs being accommodated and catered for, allowing all children to be included and able to benefit from healthy options. Staff have a good understanding about the needs of the individual children, concerning their dietary needs and preferences and ensure that the menu is suitable for the whole age range of children attending. This ensures children thrive and encourages them to understand healthy eating. Babies learn to be independent because staff allow children to feed themselves. Meal times are used as social occasions with all children sitting around small tables with at least one adult. Children are confident to inform staff about their food preferences and willing to try new options. Children have access to water throughout the session and are able to develop their independence skills at snack time pouring their drinks and making healthy choices of the fruit snacks offered. However, not all staff remember to promote children's independence at meal times.

Children benefit from regular daily exercise, outside when weather permitting or indoors, developing a variety of physical skills, such as running, balancing bean bags on their head and rolling over on the large space hoppers. They show excitement when new equipment is introduced and eagerly await to be told who can play with what. Children have opportunities to develop their hand/eye co-ordination using bats and balls, or throwing small balls into nets. They use sit and ride cars, learning to steer and develop spatial awareness and participate in obstacle courses moving their bodies in different ways. However, some of the older, more able

children currently have limited opportunities to practice their large physical skills on large play equipment.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Effective implementation and monitoring of health and safety procedures, including formal and informal risk assessments ensure children's safety is given high priority. Thorough procedures to keep track of where the children are at all times of the day are in place, such as taking the register outside with the children and asking the manager to check the register and head count the children in and out of the building. Children are encouraged to learn about safety in their environment and help keep themselves safe, such as sitting on chairs properly, not running indoors and not to climb by the windows. Children have opportunities to go on local outings, such as the train station and discuss the dangers with an adult. They are encouraged to play safely outside, such as making sure they have room to ride their tricycle or swing their racket. There are stringent procedures in place for the collection and arrival of children to ensure they remain safe, such as passwords for unfamiliar adults and the code number for the key pad on the entrance door.

Children are able to move around freely within their designated areas, although younger children have limited space for large equipment to play with, such as push along toys. All equipment is stored at child height to allow children the freedom to choose alternative choices of activities, from those pre-selected by the adults. They are familiar with the toys and are able to play with equipment which is suitable for their age and stage of development. The majority of equipment is in an acceptable condition, although equipment in the role play area and some of the books are well worn and due to be replaced.

Children are protected and safeguarded from harm because practitioners have a sound knowledge of child protection issues and know how to implement to local authority procedures. The nursery ensure that all staff cover child protection procedures on their induction and are aware of the child protection policy. All staff carry relevant checks and new staff are supervised at all times to protect children's welfare.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time at nursery participating in child-led and adult-led activities, with a variety of resources to engage their interest. Practitioners have a clear understanding of their role and use thorough plans to ensure all areas of children's development is planned and implemented. The majority of staff have a sound understanding of either the Birth to three matters framework or the Foundation stage curriculum, depending on the area or age of children they are working with. The company has devised its own level to join these two curriculum's to ensure children's progress is monitored throughout their time at the nursery. Younger children benefit from close relationships with staff who have a clear understanding of their needs, such as feeding, sleeping and eating patterns and thrive in the caring environment.

All children benefit from the commitment and care shown by the practitioners and therefore build their confidence and self esteem because they are comfortable and feel safe. The enthusiasm of the supervisory staff and their constant monitoring of the care provided ensures that the accommodation, activities and equipment are being constantly updated and improved to provide good quality care. Consistent planning and a keyworker system ensure all children's progress is recorded and activities suited to the different ages of the children, with particular attention to their social and emotional development.

Nursery Education

The quality of teaching and learning is good. Children make good individual progress in their learning because practitioners have a secure knowledge of the Foundation Stage curriculum. They plan activities within a structured planning system to promote children's ongoing development and constantly carry out planned observations of their keyworker groups, to record their individual development on assessment records and use this knowledge to plan further activities for the children. However, the lack of spontaneous observations results in some achievements by individual children going unnoticed or recorded. This results in some of the older, more able children not always being provided with a challenge, such as their mathematical skills in counting and measuring.

Children communicate effectively with each other and their peers and approach adults to have their needs met. They use a good range of vocabulary to describe their game, pictures in a book or name unusual sea creatures on a jigsaw. Children are motivated and interested in their learning and show good concentration in self chosen activities and adult-led activities. Children make regular use of the books, choosing to read them independently or share them with an adult and enjoy choosing a book from the reading scheme to share with parents at home, thus helping to promote their skills in literacy. Children's interest in books helps them gain an understanding that print carries meaning. This is supported by staff writing labels on their pictures and children attempting to copy. They also ask questions about print in books and are encouraged to find their name card when finding their seat at the table. Children are developing good pencil control and enjoy making marks on paper. Some children are able to write their name in a recognisable format and able to name several letters in their name. However, the lack of printed labels around the room does not encourage children to recognize familiar words or develop good letter recognition.

Children have regular opportunities to use their imagination in the role play area, acting out scenes from home or their favourite story. They show enjoyment playing with musical instruments and singing songs and nursery rhymes, sometimes using large rhyming cards with words and pictures. Children explore with paint and other media, freely selecting different materials to make their pictures and experience a range of textures. Children competently handle tools, including glue sticks, paint brushes and scissors. They use a range of tools in the peat and sand, learning the properties of these materials and developing control to dig and fill containers. Children have opportunities to develop their curiosity and learn about the world around them on nature walks and playing outside on the field or in the play area, showing delight and interest in the crane flies on the window, or the puddles on the ground.

Children have a good knowledge of 2Dimensional shapes and are able to name them and count their sides. They show a good understanding about repeating patterns and are able to match objects by colour, shape and size. Some children count up to 20 with good understanding and are able to sight recognize these numbers from labels. They are beginning to use mathematical language in their play, such as big, small and the same. They can compare two objects and identify similarities and differences. However, the use of number is not promoted in everyday routines and therefore children miss opportunities to gain a better understanding of the use of number and quantity.

Children are well settled and confident at the nursery. They learn to share and take turns, such as using the sequins for art, or waiting to pour their drinks at snack time. They gain an understanding about their own and others beliefs, needs and differences, during stories, festival celebrations and topic work. Children celebrate their own and others achievements through praise from the practitioners and clapping their friends when they manage to throw the ball into the net, or complete the puzzle. They build good relationships with adults and their peers and develop their independence skills in all areas, such as putting their own painting apron on.

Helping children make a positive contribution

The provision is good.

The majority of children settle well in the nursery and the implementation of the key worker system helps establish a positive relationship between the staff and child, whilst helping children gain a sense of belonging. Children learn about differences in today's society through, planned activities and topics organized by the staff, who are able to offer their own input from diverse backgrounds and cultures. Practitioners work closely with the parents to learn some simple words in the child's first language to help them settle and feel secure in the nursery environment. Children with special educational needs are fully integrated into the setting, with Individual Educational Plans (IEP's) being written to ensure the child's needs are addressed. Staff are aware of the Code of Practice and ensure this is adhered to when identifying any concerns with children's development or behaviour. Children's spiritual, moral, social and cultural development is fostered.

Children benefit because practitioners have a good knowledge of children's individual needs and family circumstances, such as when new siblings are born, which impacts on the child's behaviour. Staff work closely with the parents to ensure the child's needs are met and provides a secure link between home and nursery. This strong link with parents enables children to develop their confidence and to feel secure within the setting enabling them to flourish and develop their full potential. Children have a good understanding about the rules of the setting and their behaviour is good. They listen to guidance from staff and are able to help the younger children moving up into pre-school gain an understanding of acceptable behaviour, such as how to line up nicely, or where to put certain equipment at tidy up time.

Partnership with parents is good. Parents have a thorough induction, being shown round the nursery and told how the nursery operates. All policies are made available to parents and a regular newsletter helps keep parents informed about any forthcoming events or topics their children will be doing. Parents of babies and the toddlers receive daily, diary sheets listing their child's nappy changes, sleeps, food and activities to ensure they are fully involved in the care

of the children. Parents of children who receive nursery education through the government funding, are informed about their child's observation records and receive regular reports on their progress and development. Parents are able to view posters in the entrance hall and the nursery prospectus giving them information about the funding requirements. However, several parents were unsure how this directly affected their own child. The staff complete a full report for each child about every three to four months to give to the parents. Parents are then invited in to discuss the report and the progress their child is making. Parents are encouraged to add any comments they may wish to make. This strong partnership with parents is beneficial to the children and ensures their welfare is maintained and promoted at all times.

Organisation

The organisation is good.

Children benefit from the majority of staff holding relevant childcare qualifications, and whom have a good understanding about the needs of young children. The staff work well as a team and are secure in their knowledge of the procedures and policies of the setting and their roles within the organization to fully promote the outcomes for children. The required documentation is in place, with the majority being designed by the head office, to ensure the requirements of the National Standards are met.

Leadership and management is good. Children's development is fostered through good procedures and policies that are fully implemented into the setting. The manager of the setting is constantly working with the staff to monitor the effectiveness of the care and education being offered to the children and regular action plans devised to raise the standards. This is achieved by regular team meetings, formal appraisals to identify staff's strengths and weaknesses and evaluation of activities and topics provided, including the assessment procedure to monitor children's development. This constant evaluating of the service provided, ensures children receive good quality care in a safe and welcoming environment where staff work with parents to provide continuity of care for all children. As a result the setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

The setting agreed to four recommendations from the previous report. Two recommendations related to safety, regarding practicing regular fire drills and ensure the front gate was safe and secure. Both of these have been addressed and children are helped to stay safe through regular fire drill practices which are recorded and the front gate now has a bolt on the other side to prevent children undoing it.

The setting was asked to ensure all environmental health recommendations were implemented, which has been fully addressed with the existing kitchen and the implementation of a new milk kitchen. This has a positive effect on children ensuring their health is fully promoted. The final

recommendation was to provide toys and play materials to raise children's awareness about disability. The setting has purchased a few books and puzzles, but this is ongoing.

Complaints since the last inspection

There has been one complaint made to Ofsted, since 1st April, 2004 that required the nursery to take action to ensure they met the requirements of the National Standards.

The complaint was regarding safety, Standard 6 and Standard 2 organisation. A child left the premises, through a low level window, unnoticed by a member of staff. A parent stopped the child and alerted the staff. Ofsted carried out an unannounced visit to review the complaint and ensure the manager and premises remained suitable. An action was set to make sure the premises were secure and that unauthorised adults were not able to gain access.

The nursery have addressed this action by putting restrictors on all windows, outside gates are kept closed and a key pad is on the front door to prevent unwanted visitors. Therefore the provider remains suitable for registration. A record of this complaint is kept on the complaint record.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure all equipment is in a good state of repair and suitable for its purpose, especially equipment in the role play area and the book corners

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- implement a flexible approach to observing children's achievements to ensure opportunities are not missed to record their development and plan activities that provide a challenge for the older, more able children

- use routine daily activities and display boards to optimise opportunities for children, to further develop their skills in mathematics and communication, language and literacy skills
- ensure parents are fully informed about the Foundation Stage curriculum and how it affects their child within the nursery setting.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk