



Kids Unlimited Nurseries - Toyota

Inspection report for early years provision

Unique Reference Number	EY331570
Inspection date	11 July 2006
Inspector	Elaine Poulton
Setting Address	Toyota Motor Manufacturing (UK) Ltd, Derby, Derbyshire, DE1 9TA
Telephone number	07780 661346
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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?

Kids Unlimited Nurseries - Toyota opened in 2006, and is a chain of provisions owned by Kids Unlimited UK. It operates from a self contained detached, one story building know as Bumpers. It is situated in the grounds of Toyota Motor Manufacturing (UK) Ltd, Derby, Derbyshire. The nursery mainly serves Toyota employees.

There are currently 65 children from 0 to 5 years on roll. Of these 15 children receive

funding for nursery education. Children attend for a variety of sessions. The setting has systems in place to support children with special needs and children who speak English as an additional language.

The nursery opens five days a week, all year round. Sessions are from 06:00 until 18:45.

The setting employs 22 staff to work directly with the children. There are 12 staff including the manager, who hold early years qualifications to NVQ level 3, of these one member of staff holds an Early Years Degree. A further nine members of staff hold early years qualifications to NVQ level 2. The setting employs a cook. The nursery receives support from a teacher mentor from the Local Education Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn the importance of good personal hygiene through well-planned routines such as hand washing before eating and after using the bathroom. Babies have their face and fingers wiped over with individual, clean flannels before and after lunch time. There is a 'no outdoor shoe' policy in the baby room to prevent spread of infection and good hygiene routines are maintained during nappy change with appropriate records for parents to access. All children are learning appropriate hygiene procedures after messy activities. This means children's good health is well maintained in the setting.

Children are cared for in a clean and tidy environment. There are good procedures in place for sick and infectious children which helps prevent the spread of infection and helps to keep children healthy. The rooms used by the children are warm and well ventilated.

Staff work in partnership with parents and share information to meet all children's dietary needs. They benefit from a healthy diet and enjoy freshly prepared and cooked meals and nutritious snacks throughout the day. Children have a varied selection of different foods to experience and enjoy. For example, the menu consists of continental breakfasts, vegetarian pasta bakes and Mussaka. All meals comply with any special dietary requirements to ensure children remain healthy. Staff are attentive to the needs of all children and drinks are offered regularly throughout the day. Older children know they can ask for a drink when they are thirsty and serve themselves to water at lunch and snack times. Babies and younger children have their drinking beakers topped up regularly and placed within easy reach. Some babies and younger children are able to use baby sign language for drink, milk, please and thank you.

All children benefit from outdoor play in the fresh air and have good opportunity to use a good range of equipment and this active play helps them to develop their physical skills well. They also enjoy and join in with a range of age appropriate games and free play activities indoors. Children are active according to individual

needs and are also able to take a rest or 'power nap' when needed. They crawl, roll, walk, climb, skip and hop, dance, pedal tricycles, run, throw and chase after balls and enjoy action songs and musical games which contribute to their good health. This means that children are developing a positive attitude to exercise and maintaining a healthy lifestyle.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children's safety is a high priority in the setting. They are cared for in a well-organised environment, where risks are minimised through good safety and security procedures. There are effective procedures in place for the safe arrival and collection of children. Children are kept safe through policies that are understood by staff, for example risk assessments and regular safety checks both indoor and outside.

Children are able to play safely with a range of toys that promote their development well. There is a good range of equipment, resources and games to choose from that are in good condition and are well-maintained and conform to appropriate safety standards.

Children are learning about keeping themselves and others safe, for example, taking part in discussions with the Fire Safety Officer and by taking part in activities that heighten their awareness of road safety. Older children are learning about leaving the building quickly and safely through emergency evacuation procedures which are practised regularly.

Children are protected from harm because most staff are knowledgeable about child protection issues. Staff are aware of whom to contact and the procedures to follow should an incident occur. The child protection policy is clear about roles and responsibilities and what happens should there be an allegation made against a member of staff. Staff are encouraged to keep up to date with current issues and are supported to attend further training to consolidate their understanding.

Helping children achieve well and enjoy what they do

The provision is good.

The care, learning and play experiences for children in this setting are good. Children are secure in the nursery's welcoming and caring environment and they are developing positive relationships with staff.

Younger children and babies are content and play happily alone or alongside one another, supervised well by members of staff. They investigate and explore their environment and access resources freely. They are well supported and introduced to a good variety of stimulating sensory play activities, for example children enter the 'sensory room' in small groups to explore using all of their senses. There are 'treasure baskets' for children to investigate. They listen intently to short stories and

story tapes. They pat, roll and explore toys and are consistently praised and receive smiles and words of praise from the staff.

Younger children show enjoyment by moving their bodies and clapping their hands when staff sing well known songs, such as Five Green Speckled Frogs. They listen to the sounds musical instruments make. Babies have lots of cuddles and have good opportunities to sit on their keyworkers lap to be bottle fed. They taste a wide selection of different foods and have nutritious meals served and many often have second helpings. They use their fingers to feel and guess what creatures are hidden in a tray of dry pasta and enjoy ripping paper and making it rustle. They are able to use baby sign language for 'more', 'milk' and 'please' and 'thank you'. This means children are learning well from first hand experiences and are becoming skilled communicators.

Outdoor play is enjoyed by all children and staff encourage children to join in with active play according to their stage of development.

The 'Birth to three matters' framework is not fully implemented, so whilst young children experience a good variety and balance of activities some are not always planned to challenge children to take the next steps in their individual development.

Children are helped towards independence through the use of good resources, such as booster steps in the toilet. They are supported, encouraged and praised consistently. As a result they behave well and are beginning to learn how to share toys and take-a-turn within a small group situation. Children are building good relationships with staff and peers and are supported well through constant conversation, appropriate questions and individual attention.

Nursery Funded Education

The quality of teaching and learning is good. There is a very well organised staff team who have developed their knowledge and understanding of the Foundation Stage well to judge the impact of activities on the children. Staff plan and provide a varied range of activities under each area of learning. Learning intentions are recorded and relate to the stepping stones so that all aspects are covered. Children's enthusiasm and attention is maintained well through exciting and imaginative activities to ensure they are achieving and progressing toward the early learning goals.

Staff use effective methods to maintain children's interest and spend most of their time working directly with them. This means that children are appropriately engaged in purposeful play. Organisation of group time is sufficiently flexible and encourages older children to concentrate because staff stimulate and engage the children with varying approaches. Children are clear about the purpose of adult-led activities which are promoted well within the setting. Activities do not always help children to value and contribute to their own well-being and self control, however, children's behaviour is well managed and this results in a calm and caring environment for children to learn in.

Children are interested and absorbed in their free play as they select and carry out

activities. They are building good relationships with staff and peers and many approach an activity with enthusiasm. Children's independence skills are growing and they can make their own way to the toilet, use a booster step if needed to wash their hands and pour out their own drinks at the dining table. Children are encouraged to help tidy activities and resources away after use. This means they are assuming responsibility for managing and initiating routine tasks on their own.

Children are lively and friendly and respond positively to staff's high expectations of levels of behaviour. Children speak clearly and confidently and listen intently to stories and independently select books for pleasure. Most can recognise their own names and are able to sound letters in words. They use the writing table and resources to practise mark-making skills. For example they write out their individual invitation name cards to place on the table for the continental breakfast. Children are learning an additional language and can join the 'French Speaking Club'. This means that children are beginning to use some nouns and are learning the words to rhymes and songs in French.

Children are beginning to understand and use numbers. They count meaningfully up to nine and in some cases beyond. They are developing problem solving skills when completing jigsaws and during everyday routines. They demonstrate that they are gaining an awareness of mathematical concepts for example, when asked children can organise themselves to make a big square. They enjoy singing number rhymes. They use number in a familiar context when joining in with number games and creating patterns. This means that children are beginning to use number names and mathematical language spontaneously.

Children develop a sense of time and place through discussion and activities. They join the 'gardening club' and explore and investigate living and growing things. They use digital cameras to record 'what they see'. This helps to broaden their knowledge and observe and find out about features in the natural environment. They invite 'visitors' to the nursery to talk about their experiences and this helps to develop an understanding of other people's life styles. Children have good opportunities to use a range of ICT equipment, such as battery operated resources and programmable toys and a computer.

Daily use of the outdoor area helps children develop their physical skills. They throw and chase after balls, crawl, climb, roll, ride and pedal wheeled toys and use outside activity equipment competently. Children carefully use one-handed tools such as scissors, with growing control. They move freely inside and outdoors and have a good sense of the space around them.

They are able to express themselves imaginatively and explore using their senses. They have ample opportunity to use the 'sensory room' and enjoy the calm, relaxed atmosphere. They are excited to talk about making lavender play dough and name the ingredients accurately from memory. They can join the 'cookery club' and weigh and measure different ingredients. They mix different colour paints together to explore what colour is made. They use their imagination and a range of rhythmic movements as they take part in 'De Capo' music sessions. They instigate many activities and have great fun as they sing along to their favourite tape called 'dinosaur rumpus'.

Helping children make a positive contribution

The provision is good.

All children benefit from the positive partnership developed between parents and staff. Information about children's individual care needs is shared between staff and parents on a daily basis. This means that all children are supported effectively in the setting.

Staff have a good understanding of equal opportunities and use this to introduce activities to interest children in different cultures and beliefs. Children have good opportunities to self-select a wide range of games and toys and can access activities indoors and outdoors.

Staff support children with special needs well and work closely with parents and other professionals to ensure that all children are included in the life of the group. Children are gaining a sense of being valued and respected as individuals which in turn helps them to develop their confidence and self-esteem.

Children are building good relationships with peers and staff. They are praised and rewarded consistently when they are behaving well and this in turn promotes and reinforces good behaviour. Younger children are beginning to learn how to take-a-turn with toys. Older children share popular resources and help to tidy away toys after use. They also offer to carry out small tasks, such as helping to put out the place settings at snack time. This positive approach fosters children's spiritual, moral, social and cultural development.

Partnership with parents and carers is good. Staff are continually developing systems to ensure that parents are kept fully informed about their child's progress towards the early learning goals so that they are actively involved in their child's learning.

Organisation

The organisation is good.

The setting employs experienced, qualified and vetted staff to ensure that children are cared for and are well protected. Staffing ratios are maintained resulting in children's care, learning and play being well supported. The staff team help children to settle in well and develop good relationships with one another. There are always members of staff on site with First Aid training to care for children's health needs.

Younger children benefit from the 'Birth to three matters' framework and older children are well supported and helped to make good progress along the stepping stones and towards the early learning goals. All children enjoy their play and learning experiences and are rewarded for good behaviour and achievements with praise and encouragement.

Staff are well deployed and spend the majority of their time with the children. Resources are well maintained, safe and accessible. Activities and routines are planned to support children's all round development. All children are learning about

the natural world around them through visitors to the setting, and being involved in numerous activities, for example, 'Cooking Club', 'French Club' and 'Music Club'.

Leadership and management is good. The manager is experienced and has a good knowledge of the Foundation Stage. The management team is good at identifying strengths and weaknesses in the setting and offering direction to staff to ensure a consistent approach to children's learning. Individual staff supervision and appraisal systems are in place to support staff and identify further training to ensure children continue to make good progress in all six areas of learning.

Overall the provision meets the needs of the children who attend.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There have been no complaints made to Ofsted since registration. 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.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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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 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):

- continue to challenge children to take the next steps in their individual development, through for example the 'Birth to three matters' framework
- consolidate staffs knowledge and understanding of the settings child protection procedure.

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):

- continue to help children to value and contribute to their own well-being and self control through planned activities and discussions.

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