



Kidsunlimited Nurseries - Ladbroke Grove

Inspection report for early years provision

Unique Reference Number	EY225148
Inspection date	17 July 2006
Inspector	Caren Carpenter / Kim Mundy
Setting Address	34 Ladbroke Grove, Notting Hill, London, W11 3BQ
Telephone number	0207 792 0493
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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 satisfactory. 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?

Kidsunlimited is one of 50 nurseries run by Kidsunlimited Nurseries. It opened in 2002. The premises is situated on the ground and first floor of a large house in the Notting Hill and Holland Park area within the Royal Borough of Kensington and Chelsea.

A maximum of 79 children may attend the nursery at any one time. The nursery is open each week day from 07:30 to 18:00 for 52 weeks of the year. All children share

access to a secure enclosed outdoor play area. There are currently 116 children on roll. Of these, 22 children receive funding from early year education.

The nursery provides full and part-time day care for families living or working in the surrounding area and central London. The nursery currently supports a number of children with learning difficulties and also supports a number of children who speak English as an additional language.

The nursery employs 23 members of staff including the manage. Of these, 16 hold appropriate early years qualifications and two are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are learning good hygiene practices as staff maintain good levels of hygiene throughout the nursery.

Children follow good personal hygiene routines helping to prevent the spread of infection and independently wash their hands before meal times and after visiting the toilets.

There are thorough safety procedures taking place in the babies' milk kitchen. For example, babies' bottles are clearly labelled and their nappy changes are recorded. Comprehensive policies and procedures are in place to support children's health and well-being, for example, medication, accident policies and procedures. Several staff hold valid first aid certificates and they are able to administer an epi-pen. Children are protected from unnecessary illness as they do not attend if they are infectious or unwell in themselves. Staff wear protective clothing to prevent the spread of infection when changing nappies.

Children enjoy healthy and nutritious meals that promote their health and their individual dietary needs are well catered for. They enjoy sociable and relaxed mealtimes as staff sit and encourage them to chat about their morning. Children help themselves to drinks of water when thirsty. The cook and assistant are suitably qualified and they run a clean and well organised kitchen.

All children enjoy fresh air and exercise and they are able to make some progress in their physical development. Babies are able to crawl, step around furniture and they enjoy baby yoga. Children run, jump, slide and climb. However, there are too few resources to fully promote children's physical development and sufficient challenges are not provided for more able and older children. Children enjoy a variety of outings, for example, market and park.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe and secure environment. Space is well organised and enables children to move freely and participate comfortably in all activities. Furniture and equipment used by children is clean, safe and checked regularly. Children are able to sleep and eat in comfort as the setting has a good range of furniture and equipment, such as cots, rest mats, child size tables and chairs. Babies are cared for in a safe and secure environment with suitable furnishings and safe play equipment. Staff sit closely to them on the floor and encourage them to move and explore materials and equipment safely.

Children are very safe and secure on the premises because staff minimise possible hazards. For example, thorough daily risk assessments and regular fire drills are carried out. There are three designated fire wardens and fire drills are carried out regularly. Children begin to learn to take some responsibility, for example, they know the rules when they go out for a walk to the market and they are learning about stranger danger.

Children's welfare is safeguarded and promoted. All staff have a sound knowledge and understanding of child protection procedures and they know how to act if they have a concern.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children enjoy their time in the nursery; staff interact and respond positively to their individual needs. Staff are friendly and approachable and children are forming good relationships with them. Children's individual care needs such as rest, nappy changing and feeding needs are met well. However, suitable arrangements are not in place to maintain the level of care required during the staff lunch times breaks in the baby room.

Children enjoy a variety of activities to help them learn and develop. However, children have limited toys and resources throughout the nursery to provide challenging experiences and choices to them. Babies are given lots of attention to encourage them to communicate and are beginning to select resources independently

Nursery education.

The quality of teaching is good. Staff responsible for working with funded children have a good knowledge and understanding of the early learning goals and they are motivated and organised. Planning and assessment procedures are in place. However, more secure systems are required to evaluate children's involvement in activities and to use this information to inform future planning. Staff make good use of the limited toys and resources available to them. They are using sound teaching methods such as, demonstrating new tasks and using open-ended questioning to challenge children's thinking and to extend their vocabulary. The key worker system enables staff to monitor the children's progress effectively to help them to move on to the next steps of learning.

Children are keen to learn and they are able to sit and concentrate during chosen activities. They are learning to take turns and to share. Children show kindness and consideration towards visitors and each other. They are developing their vocabulary as they chat to each other during various themes and activities. Children enjoy singing a range of songs from memory, for example, 1,2,3,4,5 once I caught a fish alive. However, children require further opportunities to develop their independence skills as they make choices and select materials, and serve their lunch.

Children enjoy a wide range of problem solving activities and staff ensure early maths is fun for children. Children are exploring floating and sinking during water play. They count confidently beyond 10 without adult support and use lots of mathematical language during their play. Children have explored floating and sinking and make comparison between circles and rectangle. Children have lots of good opportunities to sort objects in to type; explore simple addition and subtraction; and observe opposites such as big, small, old, young, under and over.

Children are making good progress in their creative development, they enjoy cooking, painting, sticking and they choose colour for a purpose, for example red finger nails, yellow for duck bill. They enjoy using their senses as they explore colour, texture, shape, form and space. However, children have limited opportunities to experience good quality role play experiences.

Children are making good progress in their communication and literacy skills, for example they have lots of opportunity for exploring sounds, letters and words and handle books appropriately. Several children are writing their names, simple words, spelling and drawing representative pictures such as duck, birds and people.

Children are exploring and investigating their environment. They are developing a good understanding of the world in which they live. They explore living things, objects, events and observe and look at similarities and differences, for example they take care of nursery fish, have studied animals, flowers and insects.

Children are making good progress in all the six areas of learning and clearly enjoy their time at the nursery.

Helping children make a positive contribution

The provision is good.

Children enjoy quiet and relaxing times as they listen to stories and music. They respond in a variety of ways to what they see, hear, smell and touch. Children are learning to manage their own behaviour and they show kindness and consideration towards each other. They play very well together learning to share and take turns and negotiate this with confidence.

Children are learning about the world they live in and the beliefs of other people. They are developing self confidence and esteem as they enjoy participating in festival celebrations such as Christmas and Diwali. As a result, children's spiritual, moral, social, and cultural development is fostered.

Partnership with parents and carers in relation to nursery education is good. Clear information is given to parents about the six areas of learning in relation to the Foundation Stage curriculum. Parents receive regular feedback about their children's progress and they are able to speak to staff at any time. This contributes positively to children's learning and well-being.

Parents and carers are involved in their children's learning as staff share ideas and offer advice to extend the children's learning at home. Parent and carers meetings are held regularly to discuss children's progress and future development. Detailed assessment files are available for parents and includes samples of their children's work. Children are happy and content because their individual care and learning needs are well met.

Organisation

The organisation is satisfactory.

Children share good relationships with staff who have been vetted for their suitability to work with young children. The new manager identifies the settings strengths and weaknesses and is able to use this information to continue to improve the service provision for the children. Staff have a clear understanding of their role and responsibilities and they are committed to continuous improvement and development.

The premises are well organised and suitable for their purposes. However, the organisation of toys do not promote and encourage children's independence skills. Children are well supervised during indoor and outdoor activities. However, staff are not deployed effectively during lunch breaks to promote children's care and welfare.

Good communication systems are in place for example, staff meetings, appraisals, and a thorough induction programme for staff. Staff are kind, keen and motivated. Staff are knowledgeable about the Foundation Stage curriculum and are experienced in working with pre-school aged children, which impacts on the organisation of the group and the achievements children make. However, activities are not evaluated to ensure learning intentions are achieved.

Leadership and management of the setting for nursery education is good. As a result, children are making good progress towards the early learning goals. The manager holds regular staff meetings to monitor the curriculum and the impact on children's individual progress. Staff have high expectations for children's learning. Children develop self-esteem as they progress at their own pace with lots of positive encouragement from staff.

All of the required documentation is in place to support children's health, safety and well-being. The setting's comprehensive policies and procedures are consistently applied by staff, which contributes to the smooth running of the setting. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the nursery was required to gain knowledge and understanding of the local Area Child Protection Committee Procedure. The setting has a copy of the local Area Child Protection Procedure in place which is clearly understood by the staff. The manager is fully aware of her role and responsibility in dealing with child protection issues and reporting concerns to Social Services and to Ofsted. As a result, children are safe guarded from child abuse and neglect.

Complaints since the last inspection

There have been no complaints made to Ofsted since the last inspection. 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):

- build on all toys and resources to promote all areas of children learning and development in particular in the toddlers and baby room
- develop children's independence skills by organising toys and resources for them to select freely
- make suitable arrangements for lunch break times to ensure that staff are deployed effectively to meet the needs of all the children
- provide further resources and equipment in order to develop out door play, to enable all children to participate in activities that promote their physical development

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):

- improve the programme for creative development by providing good quality

role play experiences, to promote children's imaginative play

- evaluate children's involvement in activities and use this information to inform future planning

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