



Kidsunlimited Nurseries - Tytherington

Inspection report for early years provision

Unique Reference Number	EY293694
Inspection date	19 March 2007
Inspector	Sue Anslow
Setting Address	Springwood Way, Tytherington Business Park, Macclesfield, Cheshire, SK10 2XA
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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?

Kidsunlimited Nursery - Tytherington is one of several settings run by Kidsunlimited Nurseries. It opened in August 2004 and operates from within a purpose-built building situated on a business park on the outskirts of Tytherington in Macclesfield, Cheshire. A maximum of 86 children may attend the nursery at any one time. The nursery is open each weekday from 07.30 to 18.00 for 52 weeks of the year, excluding Bank Holidays. The children are cared for within age specific group rooms; there are six group rooms in total. Children have access to an enclosed outdoor play space. There is also access to appropriate nappy changing areas, toilet and hand washing facilities. There is a kitchen on site for the preparation of meals and snacks.

There are currently 112 children aged from birth to under five years on roll. Of these, 19 children receive funding for nursery education. Children attend from the immediate locality and from further afield as their parents and carers travel to work on the business park or travel through

on their way to other areas. The nursery currently supports children with learning difficulties and those children for whom English is an additional language.

The nursery employs 26 members of staff. Of these, 13 hold appropriate early years qualifications and one is working towards a qualification. There is also access to relief staff from other Kidsunlimited nurseries within the locality. As the nursery is in receipt of funding for nursery education, they have access to a Foundation Stage teacher and other advisory staff from Sure Start Cheshire.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health is promoted and protected well due to staff's close attention to cleanliness, hygiene and individual health care requirements. Staff wear aprons when changing nappies and use separate clean bedding for each child. Children follow good hygiene routines and know why they need to wash their hands after using the toilet or before eating. Accidents and any medication requirements are managed well according to parents' wishes and written procedures. However, existing injuries are not recorded, which compromises children's health. The health of babies and toddlers is well promoted as staff follow their individual routines for rest, sleep and physical exercise.

Children enjoy a good range and variety of physical activities which contribute to a healthy lifestyle. They develop self-confidence in their physical skills as they use a range of indoor and outdoor toys and equipment. Children benefit from having two separate outdoor play spaces, with paved and grassed areas and some fixed climbing equipment. Babies and young toddlers benefit from good access to physical play opportunities and all children enjoy music and movement and yoga, which are routinely included in the week's activities. Games and activities organised by the staff support children's physical dexterity and their hand-eye coordination, for example, filling containers with sand, threading beads, exploring finger paints and using large and small construction kits.

Children enjoy and benefit from good nutritious food served throughout the day. The well planned and rotated menus provide wholesome, tasty meals and snacks which are freshly prepared each day. Fresh fruit and vegetables are served daily and individual dietary requirements are catered for in accordance with parents' wishes. Drinks of milk or water are served with the food and all children have access to fresh drinking water throughout the day, ensuring they never get thirsty.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children feel at ease and welcome in this spacious, bright, modern building. Well maintained and attractively decorated playrooms provide children with a safe and suitable environment, along with easy access to the safely enclosed outside play areas. Children feel a sense of belonging as they are greeted warmly by staff who take time to talk to parents and settle

children happily into the group. Good organisation of well maintained toys and play equipment means that children can move around safely and freely, helping themselves to available resources from tables, boxes and shelves at child height. Comfortable furniture and cushions in most rooms enable children to feel 'at home' and relaxed. Excellent use is made of natural play materials, such as sand, water, wood, leaves and textiles, which enhance children's all round play experiences.

Children are kept safe and secure in the nursery because staff follow comprehensive health and safety policies and routines. Risk assessments are carried out on the premises and equipment regularly. Electrical appliances and fire fighting equipment are checked annually. The children's safe arrival and collection is protected by locked doors. Children are taught how to keep themselves safe through daily routines and reminders, such as not climbing on the furniture, picking toys up off the floor at the end of the game, and the regular practising of fire drills. Children's welfare is protected by staff who are aware of the child protection policy and follow written procedures for recording and reporting any concerns. Staff have attended training courses and are aware of their roles and responsibilities with regard to the management and handling of children.

Helping children achieve well and enjoy what they do

The provision is good.

Babies enjoy happy and secure relationships with adults as they listen and gurgle contentedly to the chatter from familiar staff. A wide range of safe and suitable play materials, such as reflective, noisy and sensory toys, enhance and stimulate babies' all round development. Experienced and qualified staff plan and assess babies' progress, ensuring that all needs are met. Toddlers enjoy a range of activities designed for their particular age group. They are becoming familiar with books and stories and are beginning to identify colours, shapes and numbers through daily routines and structured activities. Children's creative and physical development is promoted through music, dancing and lots of outdoor play in the two garden areas. A variety of materials are used to extend children's play experiences, for example, using empty food packets in the shop, materials and ribbons to wear, wave around or make into pictures, and shaving foam to build snowmen with. Children's social skills are developing well as their listening and speaking skills are encouraged. Children enjoy looking at books, listening to stories read by staff and joining in familiar songs and finger plays. Young children's self-help skills are encouraged through participation in tidying up, blowing noses and disposing of the tissues, and putting on their coats when going outside.

Nursery Education

The quality of teaching and learning is good. Children make progress in their development as they enjoy a range of different activities which are centred around particular themes or topics and which incorporate all six areas of required learning. Children are well behaved, kind and respectful towards each other as they share and take turns at the different activity tables, help to tidy up or tell their friends to blow on their dinners as they may be a bit hot. Staff support children with praise and encouragement for their efforts and achievements which enhances their self-confidence and self-esteem. A book corner, with easy access to a variety of interesting books, enables children to look at words and pictures either by themselves or with staff. They

thoroughly enjoy guessing the object or place from clues given by staff. For example, 'I can see a hand wash basin and smell soap, where am I'? This enhances children's thinking and predicting skills, using all of their senses. Alphabet and number lines are displayed and children have numerous opportunities to practise writing or counting through games, stories, songs or specific activities. For example, they can write menu's or take orders in the Chinese restaurant, count the scores on the target board as they throw the balls and work out whether there are more green bears or red bears in each bowl.

Children develop an understanding of nature and the world around them as they watch the effect of the wind on their ribbons and scarves, study mustard and cress seeds as they grow in the containers and work out which objects float and which ones sink in the dish of water. Outings to places of interest and visits to the nursery by the fire brigade or the library van, introduce children to the world around them and how other people help us. Children enjoy celebrating festivals from different countries and recently made candle holders out of clay, to celebrate Diwali, the Hindu festival of light. Currently, the children are thinking of ideas for decorating Easter bonnets so they can win a competition. A computer is available for children to play simple games involving matching colours, finding objects or counting and they are becoming extremely adept at keyboard and mouse skills. Creative activities are promoted well and children can help themselves to a range of resources from the art trolley, enabling them to produce interesting and individual pieces of art and craft work. Music and singing is included in the weekly activity plans and is often used spontaneously by children when playing. Imaginative play is encouraged as children prepare and serve customers in the Chinese restaurant or dress up in red hats and wigs for red nose day.

Staff plan activities and events for the children throughout the year, incorporating all aspects of the Foundation Stage curriculum. They observe and monitor the children's work and progress, recording all aspects of development in order to track individual progress and focus on any areas for improvement. Activities are monitored and evaluated to ensure they provide fun, interest and challenge for children, promoting their progression toward the early learning goals.

Helping children make a positive contribution

The provision is good.

Children are learning about inclusion and differences are celebrated. They have positive experiences which help them to develop a responsible attitude to culture and disability and activities are planned which cover all aspects of children's learning about equality. Festivals are celebrated and children enjoy learning about life in other countries. They look at maps to see where these countries are, wrap material around themselves like saris and make vegetable prints with coloured paint to represent the contents of 'Handa's' basket. Children's individual needs are respected and parents are consulted about their children's interests, preferences and home routines. This ensures continuity of care between home and the nursery. Children with learning difficulties or disabilities are welcomed and included in all aspects of nursery life. Staff work closely with parents and other agencies to ensure children enjoy their day and learn as many new skills as they can. Positive behaviour and respect for others is promoted well in the nursery, with staff praising and encouraging achievements, kindness and helpfulness. Children are well behaved and polite as they share toys and materials, help each other put the toys away

and listen quietly to stories. Children are developing confidence and personal independence when using the bathroom, handing round the food at meal times and eagerly answering questions about the story. Children's spiritual, moral, social and cultural development is fostered.

The quality of partnership with parents and carers is good. Daily verbal handovers ensure that continuity of care is maintained and parents benefit from the 'day in the life' sheets, detailing each child's routine during the day and 'how's it going' reports of children's general progress and development over past months. New families are made welcome and regular newsletters and notices keep parents informed of nursery life. Policies and procedures relating to the running of the nursery are displayed prominently and the nursery brochure contains information about what to expect in the baby room, the toddler rooms and the preschool room. Information is displayed about the 'Birth to three matters' framework which is used to monitor the progress of children under three years. However, the six areas of learning comprising the Foundation Stage curriculum for children over three years, is not explained in enough detail for parents to be fully aware of all aspects of the stepping stones. Regular parents' evenings give parents and staff chance to talk together about the children's development and their favourite activities and parents of children in the preschool room are given ideas on how they can extend their children's learning at home.

Organisation

The organisation is good.

Children's care is enhanced by the motivation and commitment of nursery staff. Half of the staff team hold early years qualifications and regularly update their knowledge and skills by undertaking further training. Recruitment and induction procedures are sound and staff meet together regularly to discuss and plan for the children's enjoyment and achievement. Children feel at ease in this lively learning environment and the organisation of space, activities and play equipment allows for children's independent choice of what they want to play with. Children's health, safety and progress are promoted and managed well because most records are kept correctly and updated regularly. However, attendance registers are not kept up to date at all times, which compromises the children's safety in this area.

Leadership and management of the educational provision is good. Children benefit from being supported by a well qualified and experienced management team who work alongside the staff to develop the quality of service. There is commitment to good practice and an understanding of learning outcomes for children. Strengths and weaknesses are identified and action plans are drawn up and are to be completed within certain timescales. Nursery staff liaise closely with advisors from the Cheshire Sure Start team, the Children's Development Centre at Macclesfield Hospital and from Kidsunlimited central office. This benefits the development and progress of all children in the nursery. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

The provider agreed to provide regular drinks and sufficient food for all children throughout the day and ensure that staff were knowledgeable about child protection issues and procedures.

Both of these recommendations have been completed satisfactorily, benefiting the children's health and welfare.

Complaints since the last inspection

Since the last inspection, Ofsted has received one complaint relating to National Standard 1 - Suitable Person, National Standard 2 - Organisation, and National Standard 8 - Food and drink. An Ofsted Early Years Childcare Inspector visited the provision on June 4 2006. An action was raised and satisfactorily met by the registered provider. The provision remains qualified for registration.

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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):

- record details of any existing injuries
- ensure children's attendance registers are accurate at all times.

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 develop a comprehensive partnership with parents, including full written details of the curriculum.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk