

Kidsunlimited Nurseries - Summerfields

Inspection report for early years provision

Unique Reference Number	305347
Inspection date	26 September 2007
Inspector	Janice Shaw
Setting Address	Summerfield Village Centre, Dean Row Road, Wilmslow, Cheshire, SK9 2TA
Telephone number	01625 540883
E-mail	summerfields@kidsunlimited.co.uk
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 Summerfield Day Nursery opened in 1998 and is one of a large nursery chain run by Kidsunlimited. It operates from the ground floor of a purpose built building situated on the outskirts of Wilmslow.

The nursery is registered to care for a maximum of 91 children under eight years of age. There are currently 68 children on roll. This includes 23 funded nursery children. Children can attend for a variety of sessions. The nursery currently supports children with learning difficulties and disabilities and also supports a number of children who speak English as an additional language.

The nursery opens five days a week all year round. Sessions are from 07:30 until 18:00.

There are twenty one staff who work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. Three staff are currently working towards a recognised child care qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn about simple health and hygiene practices as part of the daily routine. They know that they must wash their hands after using the bathroom and before they eat, although not all young children are introduced to hand washing as a part of the nappy changing procedures. Staff follow appropriate health and hygiene procedures which ensure that tabletops are cleaned in preparation for lunch and that they wear disposable aprons for serving food and when changing children.

Mealtimes are relaxed social occasions where children benefit from positive messages about the need to lead a healthy lifestyle because staff talk to them about the necessity to eat healthy foods. Children particularly enjoy the broad selection of nutritional meals provided for them. Water is freely available in all areas of the nursery and younger children are gently reminded to have sips of water to keep them hydrated. Staff take time to present children's food attractively which promotes children's interest and willingness to eat their food. They develop a secure understanding of good social skills during meal times because they are encouraged to sit to eat, use their cutlery appropriately and display good manners.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The play rooms are decorated with some examples of children's art and craft projects which boosts their self-esteem and confidence. The furniture provided in each room is of high quality and meets the needs of children very well. For example different styles of chairs are appropriately linked to different stages of children's development. Children are provided with only an adequate selection of toys and resources, and the range and amount of equipment provided is insufficient for the numbers attending. The consequences of this are that, at times, in some rooms, children are clearly bored and not engaged with the range of activities and equipment provided.

The use of the outdoor play areas are not sufficiently planned for, to provide children, under three, with appropriate amounts of fresh air each day. In some rooms the play equipment cannot always be easily accessed independently by the children. Staff are very willing to make available equipment that the children request. This relies very much on children remembering what is in the cupboards, rather than having their interest heightened by observing an interesting choice of equipment from the shelving units. This restricts children's greater levels of independence when self selecting their own play equipment.

High priority is given to children's safety. The risk of accidental injury is minimised by the setting as staff give positive consideration to supervising them well in all areas of the nursery. Risk assessments are carried out where children play to identify and reduce potential hazards. All occupants of the building are protected from harm, for example, building safety is monitored, fire alarms are frequently tested and building repairs are reported to the appropriated person for action. Children are learning how to keep themselves safe, as they play, because staff gently remind them what is expected of them; for example, not to play with doors in case they trap their fingers and not to suck the twigs they have collected as they may be dirty and make them poorly.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children have developed good relationships with staff which ensures that they generally enjoy their time at the nursery. They make their needs known because they feel secure and relaxed with their carers and can often be seen seeking out staff for company and cuddles. Children are actively encouraged to develop their communication skills at an appropriate level to suit their development, such as the use of gesture and facial expressions alongside the use of language.

Children under three benefit from some appropriate activities which enable them to explore through the use of their senses, for example, moving to music, singing and exploratory play in water, sand and dough. However the range of activities and resources offered to them at times during the day lacks challenge and does not meet their development needs appropriately. Observations and assessments of children are not always used effectively to plan for the next steps in their development. Not all rooms plan using a suitable framework, such as 'Birth to three matters', which prevents children receiving a well balanced programme of play.

Nursery Education.

The quality of teaching and learning is good. Children are making very good progress towards the early learning goals. Staff are confident in their role as educators which ensures they use play opportunities effectively to promote children's learning and thinking. Staff have a very good knowledge of the Foundation Stage curriculum which helps them to provide consistent learning experiences through play. New planning, observation and assessment systems within the pre-school room have recently been introduced to be compatible with the Early Years Foundation Stage. This new system gives a clear picture of the next steps for children's learning and enables staff to plan effectively within their key worker group.

Children value their nursery made friendships as they often talk excitedly about who their special friends are. They have developed good relationships with staff which ensures that they enjoy their time at nursery. Younger and new children have become well established in the group and they confidently play alongside older children. As a consequence, they play for lengthy periods of time in a group with little adult intervention. Their access to storage systems where they can have consistent access to a full range of materials and equipment is not sufficient to foster their independence skills and give them a broad enough choice of what they play with.

Simple counting in everyday activities helps children recognise and understand numbers. They are introduced to activities which require them to solve simple mathematical problems when playing with equipment. For example, when using small bricks they accurately describe size and can be heard using positional language, such as 'in front of', 'behind' and 'first place'. Children are learning to recognise their name and simple letters and sounds and demonstrate an ability to speak confidently as both an individual and in a group. They benefit from frequent story times which encourage their interest and familiarity in books. Children routinely mark make in a variety of ways and they engage in activities which introduce them to letters and sounds; many children recognise the first letter of their name and a few more able children can successfully write their own names.

A variety of interesting equipment and resources are frequently used by children to construct with, create models and pictures. They benefit from stimulating art and craft activities which

enable them to explore through the use of their senses; for example, collages using spices and herbs, play dough containing lavender plant from the garden and autumn leaf activities. Children make good use of their imagination during role play as they enjoy creating their own scenes and story lines. For example, in the role play area they play in the tent, have a picnic and decide where they are going on holidays and how they are going to get there. One child can be heard organising the move saying 'who is going to carry the tent' and 'I'll drive the car with it all in the back'. They are all clearly having fun.

All children enjoy their time spent in outdoor activities which develops their physical skills and promotes their health. In the large outdoor play area children ride bikes manoeuvring well around others and throw and kick balls with increasing skill. When outdoors, older children make use of the steps and slide on the grass bank which helps to develop their large muscles. They use a good range of small tools and equipment to support their physical development; for example, brushes for painting, writing materials and equipment for pouring. Weekly music and movement sessions helps promote their co-ordination and awareness of space. A source of great pride to the children is the recently completed flower boxes in their small garden, they excitedly describe how they planted the flowers and how they watered them to help them grow.

Helping children make a positive contribution

The provision is good.

Strong consideration is given to providing children with resources, activities and discussion which raise their awareness of diversity. For example, the pre-school group link up with a nursery in South Africa via one of the children's families and children from abroad are actively encouraged to talk about their home country. Children develop close relationships with staff and their peers. They frequently talk about home so their friends know all about baby brothers and sisters and where they go at weekends. Children with disabilities and learning difficulties are very well supported by both staff and other children which ensures their participation and contribution within the group is strongly encouraged. Staff, parents and outside agencies work collectively in meeting the children's needs so they make good progress towards agreed developmental targets.

Consistent messages are given to children from staff about behavioural expectations within the nursery which ensures that they learn to share, take turns and play in harmony. Children receive praise and encouragement for their efforts which promotes their sense of achievement. They are reminded not to shout when talking and to take turns listening to other children speak which promotes their respect of one another. Children are helpful and help to tidy up and put on their own aprons. Children's social, moral, spiritual and cultural development is fostered within the nursery.

The partnership with parents is good. Each child has a communication box which holds letters for parents which they access each day. Parents are very well advised about nursery life as they receive daily verbal feedback about their child's welfare. A daily written sheet gives parents of children under three a clear picture of their child's day. Parents are provided with detailed information about the curriculum on offer and have access to information, such as planning sheets, to ensure they are suitably involved in their child's learning.

Organisation

The organisation is satisfactory.

The staff team work well together as they all share the same commitment to provide children with a secure and friendly play environment. Policies and procedures work appropriately to promote children's health and safety. Children are well protected by the secure systems for the recruitment and vetting of staff. Inductions and regular appraisals are carried out to support staff's understanding of their roles and responsibilities. There is a strong ethos of both 'in house' and external training within the company which allows staff to further their professional development.

Parents are well informed of the key worker system in place which is pivotal in ensuring good communication systems with them. At times the deployment of staff in some areas of the nursery is not conducive to children's needs, this is particularly noticeable around lunchtimes. Insufficient attention is given to the monitoring and assessment of the quality of children's learning and play for children under three. All children's documentation is in place and stored confidentially to maintain children's privacy.

The leadership and management of the nursery education is good. Staff are knowledgeable about the Foundation Stage Curriculum and are experienced in working with pre-school aged children, which impacts on the achievements children make. Good practice is shared and systems to monitor children's progress are discussed. The planning ensures that children receive a well-balanced curriculum with plenty of variety between quiet and more boisterous activities, both indoors and when playing outside. This allows all areas of children's development, care and learning to be fostered effectively.

The pre-school rooms are clearly organised and available space is use to maximise children's play opportunities. A recent development has been the specifically designed creative area where children can cultivate their own independent art and craft work. Unfortunately the gates, on either side of this area, prevent children from viewing what is available and restricts their free flow throughout all the activities. Overall, the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection there were four recommendations to address. The nursery was required to ensure that all children are recorded in the daily register and that correct staff to child ratios are maintained throughout the day and that staff working with pre-school children provided appropriate play and learning experiences. Trip hazards were to be minimised and all cleaning materials were to be in correctly labelled containers out of reach of children. Steps were required to be taken to minimise peripheral noise level in the pre-school room.

All children are now appropriately recorded in the register and at most times of the day the correct staffing ratio is in place. Staff working with the pre-school children are very competent and experienced. All cleaning materials are appropriately stored. The pre-school room has recently relocated to the ground floor of the nursery and peripheral noise is not an issue.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that have required the provider or Ofsted to take any action in order to meet the National Standards.

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

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 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):

- provide sufficient suitable toys and play materials to provide children of all ages with a wider range of stimulating activities and play opportunities which enhances all areas of their play, learning and development
- review planning for children under three ensuring that it is linked to an appropriate framework and identifies the next steps for children's individual development
- review the deployment of staff particular around lunch times to ensure that each child's individual needs are met.

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):

- increase the range of choices and opportunities for self initiated activities by improving children's access to accessible storage systems where they can have consistent access to materials and equipment.

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