

**Kidsunlimited Nurseries-Oxford Waterways**  
Inspection report for early years provision

---

<b>Unique Reference Number</b>	EY347496
<b>Inspection date</b>	07 September 2007
<b>Inspector</b>	Gillian Little
<b>Setting Address</b>	Elizabeth Jennings Way, Oxford, OX2 7BW
<b>Telephone number</b>	01865 310433
<b>E-mail</b>	
<b>Registered person</b>	Kidsunlimited Nurseries
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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 satisfactory.

### WHAT SORT OF SETTING IS IT?

Kidsunlimited Nursery-Oxford Waterways is one of a large national chain of Kidsunlimited Nurseries. It opened in 2007 and operates from seven rooms in a purpose-built building. It is situated on a new development near Oxford city centre. A maximum of 100 children may attend the nursery at any one time. The nursery is open daily from 07:30 to 18:00 throughout the year, except Bank Holidays. All children share access to a secure enclosed outdoor play area.

There are currently 80 children aged from six months to under five years on roll. Of these, 22 children receive funding for nursery education. Children come from the North Oxford area. The nursery currently supports a number of children who speak English as an additional language. The nursery employs 19 staff of whom nine hold appropriate early years qualifications.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

Children's risk of infection is minimal as the premises are very clean. Staff wear disposable aprons while serving snacks and changing nappies, and provide individual facecloths for children after meals, reducing the risk of cross infection. Children learn about hygiene procedures, such as washing their hands, as staff frequently remind them to do this at appropriate times throughout the day. Children have easy access to low-level sinks and individual hand towels, which older children use independently.

Children enjoy and benefit from physical activity as they have several opportunities each day to play in the outdoor area, and older children enjoy outings in the local environment. Children enthusiastically follow each other around the playground on tricycles and enjoy playing throwing and catching games with staff. They develop physical skills as staff offer suitable challenges, such as trying to throw the ball further with each throw. Older children enjoy yoga sessions using different parts of their bodies and their imaginations to further develop their physical skills. Younger children are able to sleep according to their own routine and staff work well in partnership with parents to ensure they meet individual needs.

Effective procedures are in place to ensure that children receive appropriate care in the event of an accident or illness. For example, all necessary medical records are in place, only senior staff administer medication, and the manager monitors accident records regularly.

Children receive a healthy diet and have regular meals and snack times. They enjoy snacks such as wholemeal toast, fruit and milk, and hot dinners such as roast chicken or tuna and sweetcorn pasta, with lots of fruit and vegetables included in the menu. Staff ensure that children who are still hungry after their meal or snack are able to have a second helping. Older children learn about healthy eating as staff are aware of and effectively promote learning opportunities. Mealtimes for all children are relaxed, social occasions when staff encourage children to engage in interesting discussions. Drinks are available for children in named cups and bottles throughout the day. They are easily accessible for older children, encouraging them to be independent.

Staff are fully aware of children's special dietary requirements to ensure that they receive appropriate food and drinks. They are able to refer to lists of allergies in each room and training in this subject forms part of the staff induction programme.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are able to play comfortably in a very welcoming environment, which has excellent facilities and plenty of space for their needs. For example, all rooms are very well maintained and attractively decorated with easily accessible adjacent facilities. Children have easy access to a range of good quality equipment and resources. Staff set out resources attractively, and further resources are easily available in low-level storage units and see-through boxes, encouraging children to explore. Staff regularly clean resources and check for damage, for example, they clean baby toys daily or weekly with antibacterial spray or sterilising liquid.

Children's risk of injury is minimised as staff assess risks well and take effective precautions to prevent accidents. For example, they teach older children to hold the handrail when walking up and down the stairs and children demonstrate that they are very familiar with this procedure.

Staff supervise children well to ensure their safety at all times, both indoors and outdoors. Children play safely outside as the play area is fully enclosed and free from hazards.

Effective fire prevention and evacuation procedures help to keep children safe in the event of an emergency. For example, fire exits and evacuation procedures are clearly displayed and staff practise fire drills with the children every month.

Children stay safe when away from the premises as staff have appropriate procedures in place, such as increasing ratios of staff to children and ensuring that a qualified member of staff is present at all times.

Children's risk of harm from others is minimised as staff have an appropriate understanding of their roles in child protection. For example, staff are familiar with possible signs of abuse, are aware to record any concerns and to inform senior staff. Senior staff have appropriate child protection training and ensure that staff awaiting suitable checks are supervised at all times.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children are able to build strong relationships with staff who have a very warm and friendly approach and effectively help children to feel secure. Children learn to communicate and socialise positively with others as staff foster good relationships. For example, staff in the baby room interact frequently with children and respond well to their attempts to communicate. Children throughout the nursery who feel upset or unsettled, receive extra attention from staff with cuddles and reassuring words. Young children have key carers responsible for planning their activities, changing their nappies and feeding them at mealtimes, as much as is practically possible, to help them feel secure. Staffing in each room is consistent providing reassurance for children.

Children have time to explore meaningful ideas, interests and experiences appropriate to their levels of learning. Staff generally support children's learning well, engaging in good levels of interaction and giving children lots of encouragement. Most children show a keen interest in what they do and are able to develop a wide range of skills as there is a good range of activities available. For example, babies enjoy exploring musical instruments, bead toys and a collection of silver objects, while toddlers enjoy painting, joining in with action songs and exploring measuring scales. Planning for younger children covers all areas of the Birth to three framework and staff record progress in each area in children's profiles. However, some profiles are not updated as well as others showing inconsistency in assessment procedures. Older children benefit from a suitable range of activities which staff carefully plan to cover all areas of learning, including language and mathematical development, creativity, and knowledge and understanding of the world.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Children are making sound progress towards the early learning goals. They develop early mathematical skills, for example, measuring paper to fit around their heads then confidently using non-standard measures to find out and compare the length. They enthusiastically count up to ten and sometimes beyond. They develop early language skills, responding enthusiastically and creatively to questions. They enjoy listening to stories and have regular opportunities to develop early writing. They enjoy finding out about the world around them, for example, growing their own vegetables and salad crops, and finding

out about spiders. They develop their creativity, joining in with familiar songs, exploring sand and water, and using a range of different art materials.

Children's attitudes and behaviours are satisfactory. Children show confidence in approaching staff and visitors, building positive relationships and playing well together. They learn to develop independence, taking themselves to the toilet, using tissues and putting on their coats. Once settled, they can concentrate well, but sometimes they lack interest, wandering aimlessly between activities and staff are not always aware of this.

Teaching generally meets the needs of all children. Staff ensure that all children have equal opportunities to engage in all activities and encourage them to experience the full range of curriculum areas. Children who speak English as an additional language receive extra support such as the use of flash cards and hand signals to help develop language skills. Staff often support learning well, helping children to extend their thinking and learning through good-quality interactions. However, new staff sometimes do not receive sufficient support or guidance to ensure appropriate learning experiences for children. Staff work appropriately together but daily routines can sometimes adversely impact on children's learning activities, such as the earlier than expected arrival of snacks.

Staff carefully plan children's activities ensuring a suitable range is available. These relate to their levels of learning and the stepping stones within the Foundation Stage ensuring that activities are relevant and appropriate, building on what children already know. Regular assessments show children's progress across all learning areas, clearly recording evidence of what children have learnt from various activities.

### **Helping children make a positive contribution**

The provision is good.

Children become aware of wider society as they have access to a good range of resources reflecting diversity. For example, jigsaws, books and dolls reflecting people of different backgrounds and disabilities are available throughout the nursery. Children all have equal access to toys and resources and staff treat all children with equal concern, taking into account their individual needs. Staff know children well, such as their family backgrounds, favourite toys and comforters, their routines and different personalities. Regular staff ensure that cover staff are aware of such needs ensuring consistency and providing some reassurance to children.

Children are able to play a productive part in the nursery as they are able to form close relationships and have good opportunities to develop independence, such as helping to tidy up or pouring their own drinks. They learn to care for each other, to share and takes turns, as staff effectively promote respect for others. Children learn about responsible behaviour as staff use effective methods, such as distraction for younger children and discussion with older children. Staff have a positive and consistent approach to behaviour and most staff have attended behaviour management training. For children receiving funding for nursery education, social, moral, spiritual and cultural development is fostered.

There are currently no children with learning difficulties and/or disabilities on roll but appropriate procedures are in place to care for such children when necessary. For example, a suitable policy is in place and a senior member of staff has appropriate training in monitoring and supporting children with such needs.

Children benefit from good continuity between the home and the nursery as staff develop positive relationships with parents to meet children's individual needs. Staff welcome parents warmly into the nursery and give them time to talk each day about their children. The nursery management ensure that parents are introduced to staff as soon as possible. A key worker system and 'moving up' evenings provide good opportunities for parents to discuss their children's individual needs. Parents receive good information about the nursery and their children's time there through attractive and effective displays of photographs and children's work, daily information sheets and lots of verbal exchange with staff. Information packs and a website offer further information about the nursery organisation. For children receiving funding for nursery education, the partnership with parents and carers is satisfactory. The nursery teacher is beginning to encourage parents to become involved in their children's learning through a shared book scheme and a focus on the 'letter of the week'. She is planning several other initiatives to develop the partnership with parents and will soon be holding parent meetings to discuss children's progress. Weekly planning sheets for curriculum activities and information about the Foundation Stage curriculum are easily available to parents on a classroom notice board.

## **Organisation**

The organisation is good.

Children are able to make sound progress as staff have a strong sense of purpose, keeping children safe, effectively promoting health and hygiene, and promoting good relationships. Staff generally have effective skills, experience and qualifications and have regular opportunities to access training courses and discuss their own progress. An established appraisal system helps them to identify strengths and areas for improvement. The nursery manager visits all rooms frequently ensuring that she has a good knowledge of how the nursery operates in practice. Robust recruitment and vetting procedures ensure that staff working with children are suitable to do so. Appropriate induction procedures ensure that new staff follow suitable objectives and have access to the nursery's policies.

The nursery maintains the adult to child ratio at all times to ensure children receive good-quality care, and sometimes has higher numbers of staff than the National Standards require. Documentation, policies and procedures are in place, updated regularly and generally work well in practice. Policies are available electronically in the nursery and are easily accessible to staff. Staff use the Birth to three matters framework effectively to support younger children, although they do not always update developmental records consistently. Staff generally use time and resources well, although daily routines occasionally change unexpectedly which can disrupt both staff and children.

The leadership and management of the nursery education is satisfactory. The nursery teacher appropriately manages the education programme, ensuring that suitable systems are in place for planning activities and assessing children's progress. A curriculum adviser from within the company assesses the effectiveness of the nursery education and offers support to the nursery teacher. The nursery teacher has appropriate plans in place to develop the education programme, including monthly topics, a key worker system and initiatives to develop the partnership with parents and carers. Staff are very approachable and have a positive and enthusiastic manner. They have a suitable awareness of their roles and can engage children well, although they do not always effectively ensure that all children are actively engaged in suitable and positive learning experiences.

The nursery meets the needs of the range of children for whom it provides.

## Improvements since the last inspection

Not applicable.

## Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that 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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### 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 that all children's developmental records are updated consistently
- ensure that daily routines do not adversely impact on children's care and learning (also applies to nursery education).

#### 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):

- ensure that all children are suitably engaged in purposeful activities
- ensure that new staff receive sufficient support to provide purposeful and appropriate activities for children.

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](http://www.ofsted.gov.uk)