

Kidsunlimited Nurseries - Bunnybrookes

Inspection report for early years provision

Unique Reference Number	221597
Inspection date	12 December 2007
Inspector	Veronica Sharpe
Setting Address	1st Floor, Frank Lee Centre, Addenbrookes Hospital, Hills Road, Cambridge, Cambridgeshire, CB2 0QQ
Telephone number	01223 216717
E-mail	bunnybrookes.kidsunlimited.co.uk
Registered person	Kidsunlimited
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 Nurseries - Bunnybrookes is part of Kidsunlimited, a national nursery chain. The nursery opened in 1990. It operates from the first floor of the Frank Lee Centre at the Addenbrookes Hospital complex in Cambridge, Cambridgeshire and provides day care for the children of staff at the hospital.

The nursery is registered to accept up to 88 children aged from three months to five years. There are currently 116 children on roll. This includes 27 children eligible for early years funding. The nursery supports children who speak English as an additional language and a small number who have learning difficulties and/or disabilities.

Opening times are 07.00 to 18.00, Monday to Friday. The nursery is open all year round with the exception of bank holidays. Children attend for a variety of sessions.

There are 29 staff working with the children, some on a part-time basis, over half of these hold an appropriate early years qualification. Two staff are currently working towards early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children benefit from food which is healthy and nutritious. Meals are cooked on site and take into account any special dietary needs. A varied menu ensures children look forward to their meals and they eat with enthusiasm. Pre-school children develop their independence well as they serve themselves with snacks and drink throughout the session. Menu plans are displayed in all areas of the nursery so parents and carers know about food offered to their children. Most children have easy access to water; younger children have beakers or bottles labelled with their names, whilst older children help themselves freely.

Sufficient staff have current first aid training to ensure children receive appropriate treatment in the event of an accident. Records are countersigned by parents, who are informed promptly of any injuries to their children. Clear records ensure staff know about children's medical needs and any necessary consents are obtained from parents.

Children are at risk from cross-infection because in some areas they are not always encouraged to wash their hands before eating. In addition, food handling in some areas is inappropriate, for example, instead of seating young children at clean tables and using appropriate utensils staff use their fingers to feed children small portions of fruit as they sit on the floor. Children find this difficult to manage and sometimes drop the fruit on the floor, all of which potentially compromises their health.

Most children enjoy outdoor play each day so they benefit from fresh air and exercise. The nursery garden provides an interesting environment, with wild areas and trees to climb on. In inclement weather older children have weekly 'soccer tots' sessions indoors, which helps them develop control and coordination. Younger children learn action songs and games and move to music. Children in all areas have an adequate range of resources that help them develop their small muscle control, such as shape sorters, small construction toys and play dough cutters.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The nursery is a safe and secure environment for children. Doors are kept locked and parents and other visitors are reminded to keep doors and gates closed to prevent unauthorised access. Rooms are spacious and most are cheerfully decorated with examples of children's artwork and emergent writing, which promotes their sense of belonging. Fire prevention equipment is checked so it is safe and working, however, details of fire drills contain insufficient information to ensure problems are identified, for example, the date of the last fire drill could not be found. This affects children's safety.

Resources are safe and suitable for the age of the children using them. Regular checks by staff ensure toys and equipment are in good condition. Children in some areas benefit from a reasonable range of accessible resources, however this is not consistent throughout the nursery and some children have fewer opportunities to self-select. This hinders their ability to develop their independence.

Children are protected by policies and procedures, which are implemented effectively so staff know how to deal with any potential child protection concerns. Senior staff have attended

training so they are aware of the Local Safeguarding Children Board guidance, which helps keep children safe from harm.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children part from their parents and carers with confidence; they settle to their activities and play alongside their peers. Babies enjoy a bright and cheerful environment, with a reasonable range of interesting activities to engage their interest. For example, plastic bottles filled with coloured water, glitter and shapes attract their attention. Staff offer warmth and comfort as they cuddle babies, echo their babble and see to their physical needs.

Staff use the 'Birth to three matters' framework to plan activities for younger children. They observe and record children's achievements in order to provide a suitable range of activities that promote children's development. In most areas children enjoy sufficient resources and a satisfactory range of activities. However, practice is variable and in some areas there is no effective method to ensure children benefit from a wide range of practical learning experiences. Each key worker plans for their group of children, but in some rooms there is no overview to ensure activities complement each other. Consequently there might be, for example, no provision for role play in one room because staff have not discussed what activity each has planned for the day. Staff do not always keep records of activities or resources they have used previously, which leads to repetition, for example, staff say glove puppets are put out frequently for children to use, but admit that, in fact, children rarely play with them. This limits younger children's progress and development.

However, staff are developing secure relationships with children, they support children in their activities and engage them in conversations, as a result children are settled and content. Music is enjoyed in all areas of the nursery, children know both traditional and modern nursery rhymes and songs, such as 'twinkle, twinkle little star' and 'Bob the builder'. They sing Christmas songs like 'When Santa got stuck up the chimney' with obvious enjoyment. In some areas children have independent access to musical instruments and choose bells and shakers to accompany themselves.

Nursery education

The quality of teaching and learning is good. Staff have a wide knowledge and understanding of the Foundation Stage and how children learn through play. They plan and provide a good range of exciting activities that motivate children to learn. Key workers work together effectively to plan for children's next steps and as a result children progress well in all the areas of learning. Children benefit from a free-flow play environment where they make independent choices and follow their own interests.

Staff make sure resources are well-organised and accessible with clear labelling so children make informed choices. Children become involved in games, such as pretending to be teachers and ticking the register, staff show their competence by encouraging them to extend and develop this idea by offering clip boards, paper and pencils. Staff plan key activities for their own key worker group but sometimes these activities lack interest and limit children's choices for this part of the day.

Children are very self-sufficient, they move around the rooms, making independent choices from well-organised resources. They show good relationships and play together happily, sharing

their games and ideas with confidence. They are adept at taking care of their own needs, for example, they use the toilet and wash their hands and help themselves to snacks and drinks.

Children match and sort colours and shapes in practical activities and in games on the computer. They learn about numbers through songs and rhymes, such as 'five Christmas puddings' and can anticipate what happens when one pudding has been taken away. Children grow plants, watch them change and develop and record the outcomes, which helps them to make sense of the world around them. Practical cooking activities help them develop their knowledge of quantity, weight and volume.

Children are very creative, expressing their own ideas and thoughts through art, music, role play and imaginative play. They use a widening range of materials and tools to help them to express their creativity, all of which are easily accessible, for example, they use charcoal to make 'rubblings' with everyday objects, such as construction bricks. Children develop their imaginations with a well resourced role play area. They feed their 'babies', change their nappies and put them to sleep. They visit the 'doctor' to make the babies better and happily explain this to the adults around them.

Helping children make a positive contribution

The provision is satisfactory.

Children who have learning difficulties and/or disabilities have their needs catered for by a satisfactory range of procedures that ensure they are included in nursery life. Children and staff, for example, learn simple signing and there are specialist resources, such as sensory and heuristic toys to enable children of all abilities to progress and have fun.

Children learn about other cultures and lifestyles in practical activities, such as cooking and tasting food from other lands. They play with a reasonable range of resources, such as books and puzzles that show them positive images of diversity. Children's spiritual, moral, social and cultural development is fostered.

Older children learn about responsible behaviour as they help tidy away resources and dispose of their own used cups and plates after meals. Staff show good role models as they speak politely to children and use social conventions, such as 'please' and 'thank you'. Appropriate behaviour management strategies help younger children to avoid unwanted behaviour, for example, adults engage them in singing sessions whilst they wait for their lunch.

Parents are invited to settle children in according to their individual needs. Regular visits are encouraged until children are confident and ready to be left. Breast fed babies are welcome and staff provide a suitably private and comfortable environment according to the wishes of parents. Key workers collect information that helps them learn about children's likes and dislikes, and as a result children settle in easily. Open days and regular written reports mean parents know about their children's activities and general well-being.

The partnership with parents and carers is satisfactory. Parents receive regular written reports on their children's progress and have opportunities to speak with key workers. Information about the early learning goals is given in the nursery prospectus and various notice boards around the nursery illustrate activities that contribute to children's learning.

Organisation

The organisation is satisfactory.

Rigorous staff recruitment processes mean adults working with the children are safe and suitable to do so. Induction procedures ensure new staff know about policies and procedures, such as the emergency escape plan, or how to refer child protection concerns. All regulatory paperwork is in place and shared appropriately with parents and carers, for example, accident records. Overall children's needs are met.

The leadership and management of the early years education is good. Staff working with funded children are skilled practitioners who understand how children learn through play. The pre-school supervisor is an able and well-trained leader who motivates staff and children with her energy and enthusiasm. Children benefit well from the effective team work of their key workers who provide a well-organised environment that promotes their independent learning. Senior management support the staff by providing professional development opportunities that contribute to children's ability to progress in all the areas of learning.

Younger children's opportunities to develop their independence are sometimes limited by the organisation of accessible resources in some areas of the nursery. Recent changes in staff and the movement of staff within the setting means that in some areas practice lacks consistency. As a consequence staff lack sufficient experience or confidence to apply the planning and assessment of the 'Birth to three matters' framework in a flexible and pro-active way to ensure younger children can benefit from a wide range of play activities.

Improvements since the last inspection

At the last inspection the nursery was asked to ensure the nursery is secure, ensure information on children's dietary needs is clear, improve the organisation of resources to provide children with a stimulating environment and improve behaviour management strategies. The setting was also asked to improve the range of practical activities that enable children to explore and extend their own learning.

The nursery is secure and safe; all external doors are kept locked and visitors ring for access, notices remind parents and visitors to keep doors and gates secure. Information on children dietary needs is clearly displayed in all areas of the nursery so children eat safe and suitable food. Children in all areas of the nursery behave well and staff show a satisfactory understanding of suitable strategies, such as helping older children to negotiate, or encouraging younger children to share and take turns.

Older children have good opportunities to learn from a wide range of practical experiences, such as arts, crafts and cooking. Resources are organised so children self-select and therefore follow their own interests. Key activities, though, still require children to take part in specific tasks, which do not always hold their interest, this limits their choices. Younger children have a satisfactory range of activities and resources, although the quality is inconsistent because staff sometimes lack confidence and fail to communicate effectively with other key workers to ensure planning and assessment covers all the aspects of the 'Birth to three matters' framework.

Complaints since the last inspection

Since the last inspection 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.

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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):

- continue to develop consistent hygiene procedures, such as hand washing and food handling techniques
- ensure the fire log complies with advice from the Fire Safety Officer
- improve planning and assessment for younger children to ensure they experience a wide range of activities that enable them to develop in all the aspects of play and learning.

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 improve the range of resources and activities that enable children to explore and follow their own interests (also applies to care).

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