

# Kidsunlimited Nurseries - First Direct

Inspection report for early years provision

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<b>Unique Reference Number</b>	319379
<b>Inspection date</b>	07 November 2007
<b>Inspector</b>	Thecla Grant
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<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 good.

### WHAT SORT OF SETTING IS IT?

Kidsunlimited nurseries - First Direct is one of 51 nurseries run by Kids Unlimited. It opened in 1994 and operates from 15 rooms within three units in the First Direct building. It is situated in the Stourton area of Leeds. A maximum of 237 children may attend the nursery at any one time. The nursery is open each weekday from 07.00 to 18.15 for 52 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 275 children aged from three months to under five years on roll. Of these 87 children receive funding for early education. Children attending are from the parents who work at the First Direct bank. The nursery currently supports a number of children with learning difficulties.

The nursery employs 61 members of staff. Of these, 53 hold appropriate early years qualifications and seven are working towards a qualification.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children stay healthy because practitioners effectively follow current and appropriate environmental health and hygiene guidelines, policies and procedures. Practitioners are trained in administering first aid and appropriate permission and records are in place regarding the administration of medication to children. There are clear policies about children who are sick or who have infectious disease these are shared with the parents.

Children's health is successfully promoted by a wholesome nutritious and balanced diet which also reflects other cultures. Young children are secured into their low chairs and sit around the table with the adults. Mealtimes are a relaxed social occasion when children sit together around the table to enjoy their food and each other's company. Adults set the table for the children with a centre piece to promote conversation.

Older children learn about foods that are good for you and discuss what will happen if they eat too many chocolates. Healthy eating is further promoted through the vegetable plots. For example, the children have planted and cultivated a variety of vegetables in their garden and enjoy eating their produce. Water is available during the day, however, children cannot independently help themselves.

Practitioners take effective steps to prevent the spread of infection by keeping the premises clean. They wear gloves when changing children's nappies and teach children to wash their hands from an early age. Practitioners understand the importance of hand washing and make sure their hands are washed after nappy changing. Older children understand that they must wash their hands before eating and independently wash their hands after using the toilet. Children discuss that they wash their hands because they are dirty and germs will get on them. Practitioners further promote hygiene by ensuring all bed sheets are washed daily and nappy changing mats are wiped with antiseptic spray after each use. As a result, children are effectively protected from infection.

Children move freely with pleasure and confidence. For example, the three and four-year-olds expertly ride the scooters around the garden. They show increasing control as they steer the buggies whilst being pushed along by their peers. Children practise their balancing skills as they step on the plastic stepping stones. Children show their skill at playing football during the football session. As a result, children thoroughly enjoy the physical activities provided.

Babies develop their large motor movements because they are provided with sufficient space to do so. Younger children have a very good time in the garden, for example, they play on the slide, and they enjoy playing with the ribbons hanging from the line. As the children explore the garden they pick leaves from low hanging branches. They enjoy playing with the push and pull toys. The seesaw is readily available for the children to play on. As a result, young children enjoy the outdoor activities. All children rest and sleep according to their need.

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

The provision is good.

Children are cared for in a very secure indoor and outdoor environment. Highly effective systems are in place for making sure children are secure on the premises. For example, no one can drive onto the grounds without clearance. The building has close circuit cameras and the two doors

leading to the nursery are electronic and cannot be opened at the same time. Notices are displayed to remind parents not to let anyone into the building. There are clear procedures to ensure all visitors sign into the building and a visitors badge is given. Once in the nursery building, another visitors book is signed. As a result, children are secure on the premises.

Practitioners ensure the nursery is welcoming to children and parents by attractively displaying children's artwork and photographs of their children at activities. Soft music plays as the children enter the nursery and scented oils add to the ambience of the nursery. The playrooms are filled with exciting and stimulating activities. Each room is attractively organised into different areas. For example, home corner, heuristic and sensory play areas, mathematics area, book corner and messy play area. These effectively support enjoyable activities that challenge children in ways appropriate to their needs.

The safety policies and procedures are in place and practitioners and children understand them. For example, children discuss that they must not run in the nursery. They know that sand must be swept up. However, sand is not always swept up quickly in all rooms and the risk assessments in place are not effectively implemented in all rooms. For example, a storage cupboard is occasionally left open, this leaves it easily accessible to the children.

The fire procedures are in place and fire practises are recorded. Effective procedures are in place to ensure babies are safe during fire evacuation practises. Children learn about fire safety and know the procedure for evacuation because practitioners regularly practise it with them. As a result, children effectively learn to keep themselves safe with regard to fire emergencies. Appropriate fire fighting equipment is in place and is regularly checked.

Children are protected because staff fully understands their role in child protection and are able to put appropriate procedures into practice. As a result, children are effectively safeguarded.

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

The provision is good.

All children are involved in a broad range of planned activities and spontaneous events, which support their development and learning. For example, children in the baby room happily play with the stainless steel strainers and spoons, they bang the pots and put the wooden spatula into their mouth. Babies practise their new found crawling skills. They have access to sand, a ball pool and other heuristic activities. The babies and adults play very well together; practitioners talk to the babies and support them in their initiated activities. For example, babies struggling to post the spoon into the bag made of cloth are assisted. As a result, babies are engaged and have fun.

Toddlers have a good time in their rooms, they have a lot of activities to play with. Children enjoy playing in the sand and water; they freely access the sticking activity. They know the routine of their rooms and complain when their peers do not follow it. For example, a two-year-old complains that her friend is using two spatulas instead of one. Children have good opportunities to paint with different size paint brushes. They have good opportunities to play in the role play area with the work bench and home corner equipment. As a result, older toddlers are confident in accessing activities.

Toddlers confidently investigate and explore their environment and are provided with a range of rich and stimulating opportunities to do so. However, some practitioners miss opportunities to fully extend children's learning. For example, children playing with the play dough try to cut

out shapes but are unable to. This activity is not appropriately extended. Also children who are excited at the prospect of making chocolate apples are prevented from independently dipping their apples into the chocolate.

Older children happily practise their mark-making skills and play with the construction toys. The children have a good relationship with each other and tell each other what they are doing. For example, children playing in the art and craft area explain that they are painting a 'skinny woman'.

All children have a very good relationship with their key worker and other practitioners. Children's development is tracked and their progress monitored through the 'Birth to three matters' framework.

### Nursery Education

The quality of teaching and learning is good. Practitioners have a good knowledge and understanding of the Foundation Stage and how young children learn. The learning environment is well planned to provide a good range of activities across six areas of learning. Practitioners make sure their plans reflect the children's ideas by including them in their planning. Arrangements are in place to include and support children with learning difficulties. However, this is not included in the planning. Children's profiles are consistently linked to the stepping stones and systems are in place to gain information about their attainments. However, this is not clearly recorded.

Teaching of different areas of learning, interest children to become focused and able to resist distraction. For example, a small group of children have a Yoga session, they know the routine and go into the different positions without much guidance. Children choosing to play with the clay persist for some time. However, occasionally opportunities are missed to extend teaching of different areas. For example, two children playing in the sand decided to make sandcastles and choose the large buckets. However, the sand is dry and opportunities are missed to extend the children's learning during the activity.

Three and four-year-olds have emerging self-confidence to speak to others about their wants and interests. They confidently talk activities through with each other whilst they extend their play. Older children recognise their names and most can write their own names. Children enjoy listening to stories and readily access the book area if an adult is present. However, opportunities are missed for them to do so independently.

Children remember and discuss significant things which have happened to them. For example, they discuss the bonfire they attended the night before. Some children discuss that they were excited whilst others say they were scared. Children experiment with the sand, pouring it through the water wheel. They enjoy playing on the computer and know how to work a simple programme. Children show interest as they bang the large drum. They enjoy singing nursery rhymes and confidently do the actions. Older children enjoy counting to 20 in French; they take it in turns to stand at the front with the practitioner to show their skill. When they have finished they count to 20 in English.

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

The provision is good.

Children are cared for by practitioners who skilfully work with parents to meet the individual needs of their children. Very good provisions are in place to work closely with the parents. For example, parents know what their children will do each day from the information displayed. Practitioners also discuss with parents what their children have done during the day.

Good systems are in place to care for children with learning difficulties. For example, a special educational needs co-ordinator is in place and has been trained in inclusion. The behaviour management policy is implemented well and children have a good understanding of this. As a result, they have an awareness of the boundaries set and expectations within the setting.

Children have a good relationship with each other. They are valued, included and have a good sense of belonging. They enjoy the extra curricular activities, such as French lessons, football and cooking. The children become aware of the wider society through resources provided. The children easily access toys and equipment which positively reflect race and disability. Posters of families from different cultures are displayed and children learn about different cultures through celebrations, such as Caribbean day. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. Parents feel included in their children's learning. For example, they attend parents evenings and newsletters show what their children are learning. Practitioners meet with the parents to discuss and explain the curriculum and how their children learn. Some parents further learn about the curriculum through the information displayed at the entrance to nursery unit two.

The parents are encouraged to become involved in their children's learning by contributing to the themes. However, opportunities are missed for parents to become involved in their children's learning, by helping them to self-register when they enter their play room. Parents know what their children will learn in their key working groups through the information posted outside the play rooms. Parents also receive a yearly in-depth report about their children's development and feel comfortable to discuss their children's development with practitioners.

## **Organisation**

The organisation is good.

Recruitment and vetting procedures contribute to children being protected. For example, all practitioners are appropriately vetted and have an accurate knowledge and understanding of child development. Practitioners have a clear sense of purpose and a continual commitment to improvement. As a result, they have attended relevant training and workshops to enhance their work with the children.

Practitioners have a very good understanding of the adult-child ratio and effectively adhere to it. They make good use of the space provided to ensure children's care, learning and play is suitably supported. Practitioners who are recently employed have a good understanding of the induction programme and what it involves.

All policies and procedures are in place. These work in practice to promote children's health, enjoyment and ability to make a positive contribution.

The leadership and management is good. The leaders have a clear vision for the nursery education with a strong focus on the personal development and achievement of all children. For example, practitioners focus on their key children and plan individually for them. Observations and records of the children's progress are kept in individual profiles. The management builds a committed team through staff appraisals, team meetings and review meetings. The training programme is facilitated by external and internal trainers.

The provision is effectively managed and monitored, because there are three coordinators to oversee the three units. Practitioners' ideas and thoughts are listened to. They have clear goals and know their area of responsibilities well.

Overall, the provision meets the needs of the range of the children for whom it provides.

### **Improvements since the last inspection**

At the last inspection a few recommendations were made with regard to care. The management was asked to: address issues with regard to the children's toilets; resources to promote disability; activities for babies; equipment and furniture. These have been addressed. The provision have resources to positively promote images of people with disability. The play rooms have age appropriate equipment and furniture, such as smaller sand and water trays as well as smaller tables and chairs. The children's toilets now have doors on them and appropriate activities are in place for babies. As a result, steps taken have improved outcomes for children and the organisation of the provision.

At the last inspection there were no recommendations made with regard to nursery education.

### **Complaints since the last inspection**

Since 1 April 2004 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 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):

- make sure hazards to children are minimised with regard to the storage cupboards and clearing away the sand

- make sure all practitioners encourage and extend children's learning appropriately.

### **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):

- provide more opportunities for children to take the initiative and manage developmentally appropriate tasks with regard to helping themselves to water and self registration
- make sure planning includes children with learning difficulties and children's attainments on entry are recorded in their profiles
- provide more opportunities for children to access the book corner independently.

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