

# Kidsunlimited Nurseries

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY317215
<b>Inspection date</b>	31 July 2008
<b>Inspector</b>	Sandra Daniels
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<b>Registered person</b>	Kidsunlimited Limited
<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 is one of a group of 52 nurseries. It opened in 2006 in the grounds of St Margaret's hospital in Epping. It serves the local area community and staff working in the hospital.

A maximum of 93 children may attend the nursery at any one time. The day nursery is open each weekday for 51 weeks of the year from 07.30 to 18.30. All children share access to a secure enclosed outdoor play area.

There are currently 114 children aged from birth up to five years on roll and, of these 23 receive funding for early education. The nursery currently supports a number of children who speak English as an additional language and has effective systems in place to care for children with learning difficulties and/or disabilities.

There are 23 staff who work with the children in the day nursery. Of these, eight hold appropriate early years qualifications at level three and above, six hold qualifications at level two and four are working towards level two and three qualifications.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children's health is effectively protected as all areas of the nursery are kept very clean and hygienic. Nappy changing routines are good and staff wear disposable gloves and aprons for each nappy change to prevent the risk of cross-infection. Soap and paper towels are available in the bathrooms for staff and children to promote good hygiene practices. Older children demonstrate an understanding of the routines and the necessity to wash their hands and staff reinforce this through discussions, visual prompts and gentle reminders. Children also learn about personal hygiene and healthy living through carefully designed topics and activities.

First-aid supplies are well stocked and a large number of staff hold current first aid certificates. Therefore, in the event of an accident or illness staff are clear of the procedures to be followed. Staff are fully aware of children's individual health needs and are proactive in accessing further training to ensure they have the relevant skills and knowledge to meet children's needs effectively. Parents are kept informed of their child's health and of all accidents involving their children.

Meals are freshly prepared on site by the nursery cook with high regard given to meeting children's individual dietary requirements. Menus, which include a separate weaning menu for babies, detail a range of tasty and nutritious meals and are prepared in consultation with a nutritionist. All children within the nursery have access to drinks throughout the day to ensure they remain hydrated, with older children able to help themselves to promote independence.

Children have daily access to a spacious outside garden which is divided into three areas enabling children of all ages to play outside safely. Whilst outside children are able to develop control of their bodies by riding on wheeled toys, balancing, climbing, sliding and playing football. During warmer weather the outside area is also used as an extension to the nursery for structured activities including sand and water play, art activities and role play.

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

The provision is good.

Children are safe and well supervised in the welcoming environment where security is given a high priority. Coded locks on doors and closed circuit television are in place to safeguard children. Colourful pictures, posters and photographs around the rooms enhance children's sense of identity and belonging. Children move freely and confidently around their play areas where they learn to respect rules and boundaries. Babies and young children sleep safely and comfortably where they are frequently monitored. Practitioners support them to take small risks in a safe environment. For example, as a baby tries to climb over a soft activity centre, he is assisted by a member of staff. On his second attempt, a cushion is strategically placed to enable him to climb independently and both he and staff are very proud of his achievement. A range of good quality toys are available to meet the needs of children across the age ranges. Resources are safe and of very good quality because they are checked on a regular basis. Low-level storage and accessible resources, such as treasure baskets, create inviting opportunities for children to make their own choices and decisions.

Comprehensive written risk assessments are completed on a regular basis for all areas and action plans are recorded to address any identified risks. Staff recognise and assess potential

hazards to children on a daily basis and implement appropriate procedures and practice to minimise these. Detailed accident reports are analysed and this information is then used to inform the risk assessment. Children are encouraged to consider risks as they learn about what is dangerous and how to keep themselves safe. For example, they practise emergency evacuation regularly and visits from the local fire service reinforce children's awareness and understanding.

Staff have a good understanding of their responsibility to safeguard children's well-being and children are protected through comprehensive procedures and documentation. Key staff members attend training to update their knowledge and ensure that information and contact details are available for the Local Safeguarding Children Board.

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

The provision is good.

Children quickly settle and are happy, curious and interested in their play. They engage in play activities both inside and outdoors. Children from an early age confidently know what they like to play with and happily self-select toys and activities of their choice. For example, older children have good choices from playing in the home corner, messy play such as corn flour, sand and water play, climbing, dressing up and building with large wooden blocks. However, role play scenarios are not consistently effective in providing stimulating opportunities for children to develop and extend their imagination. Children play in various ways according to their age and ability. For example, older children play cooperatively, taking turns in lotto games and toddlers play alongside one another exploring play dough and playing musical instruments. Babies are absorbed with what is in front of them such as the interesting items in the 'treasure basket'. They crawl over to members of staff for attention and cuddles which are readily given.

Staff securely use the 'Birth to three matters' framework to plan activities for the younger children and to help them to develop and extend their skills. Babies have good opportunities for exploring and developing their confidence as they touch, bang and mouth various toys enhancing their curiosity. Slightly older children independently access toys of their choice. Older children are treated equally and reap the benefits of the curriculum whether they are in receipt of government funding or not. They access a good range of equipment and resources well which provides stimulating play activities for all children, covering all six areas of learning. Extremely good relationships are forming between staff and all children. Babies receive and give cuddles as staff use soft tones in their voices supported with smiles. Toddlers happily sit on staff's knees listening to stories and older children respond to simple tasks and eagerly participate in conversations at circle time. Children's self-esteem is good and is well promoted by staff who are sensitive to the needs of young children.

### **Nursery Education.**

The quality of teaching and learning is good. The pre-school practitioners have a good understanding of the Foundation Stage curriculum and are very effective in implementing their skills to enhance children's all-round development. Other staff have a suitable understanding and are generally confident in their knowledge of the Foundation Stage curriculum and how children learn. As a result, children take part in a good range of stimulating and meaningful activities that helps them to make good progress towards all the early learning goals. Children benefit as a result of the clear planning and assessment systems. Play plans show how all areas of learning are promoted and how learning objectives are identified. Observations and assessments are thorough and show how children's progress is linked to the stepping stones. Staff then have a clear indication as to how they plan and support children in their next steps

of learning. Staff actively involve themselves in the activities with children. They ask thought provoking questions and encourage and promote children's curiosity and interests.

Children make good progress towards the early learning goals in all areas of the curriculum. They are motivated, interested and confident. Children's behaviour is good, they are happy and settled in their play and familiar with the routine of the day. They make independent and confident choices in their play and take pride in caring for the toys they play with because they eagerly help tidy and put away the toys they have been playing with. They are aware of their own needs such as when they need the toilet and when they are thirsty. Children follow simple instructions from staff and carry these out well with achievement. For example, one child was asked to push the chairs back under the table. The child happily and confidently completed the task and informed the staff member that they had finished. Their recognition work for letters is developing, although opportunities for children to explore writing for a purpose is somewhat limited. Children enjoy story time. They listen carefully and engage at appropriate times through the duration of the story.

Children describe and recognise shapes such as tall and short, fat and thin. They assist staff in counting the number of children present, for example, when going out to play in the garden. They confidently count to 15 and use numbers in every day tasks and activities such as counting how many children are sitting at the table. They enjoy playing memory lotto matching two pictures together. The computer is used well because children are confident and understand how to switch it on, up load a disc and use the mouse to open up and play the games. They enjoy using magnifying glasses to look closely at the small bugs and insects in the outside area.

The large and fine muscle control of children is good. They confidently climb the low-level equipment, hold balls and throw and catch them, run with ease and rarely bump in to one another when playing outside. They grasp pencils and paint brushes appropriately for their age and ability. When sitting in a circle children have good spatial awareness sitting with sufficient space between themselves and their peers. Children freely express themselves when playing with the cornflour. They squeeze the cornflour in their hands making noises and saying it is 'slippy' as the cornflour drips from their fingers and hands. Their imagination skills are good as they use props to support their play such as telephones to make appointments at the hairdressers. Children use their senses to explore different materials such as paint, glue and various interesting materials.

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

The provision is good.

All children and families are included into the setting as they value diversity and welcome all enthusiastically. The equal opportunities policy supports this practice and states that each child will be valued as an individual. The children are able to see excellent positive images in all areas of the nursery showing a variety of children from around the world enabling them to see on a daily basis the varied lives people live. These images include children and adults with differing abilities which support the children to have a superb understanding of the diverse world in which they live. The children access books on a daily basis that show different religions, cultures and places around the world, as these include fiction and factual books it helps them to learn about the differences and similarities around the world. This is then followed up with exciting activities and topics, for example, learning about Chinese New Year or Hanukkah.

Children with learning difficulties and/or disabilities are welcomed into the setting and effective support systems are in place. There is a trained special needs coordinator in place and a

commitment to working efficiently in partnership with other agencies to provide the necessary support for each individual child. The staff work closely with the parents in order to gain knowledge about each child they care for and this helps them to support all children fully whilst they are within the care of the setting.

Children are learning to manage their own behaviour through the excellent methods the staff use to discourage unacceptable behaviour and praise children when they start to learn right from wrong. The staff use age-appropriate, consistent methods throughout the nursery, for example, using distraction methods for the babies whilst teaching the toddler-age children the difference between deliberate and accidental incidents. The three and four year old children are encouraged to manage their own behaviour successfully as the staff explain to them why they cannot do certain things and the consequences for these actions. For example, when the children run along the corridor the staff tell them to walk as they may hurt themselves. Children in this age group are beginning to talk to their peers about how to behave, encouraging their friends to share and play with each other nicely.

Staff work with the parents closely to provide continuous care and education from home to the nursery. During the first session at the nursery the staff encourage them to fill out simple sheets and talk about their child's routine, likes, dislikes and what they are able to do already, for example, walk or crawl. This supports the staff to have an excellent understanding of what each child is like before they start their sessions fully and therefore are able to care for them appropriately. The staff then share the children's achievements and care through verbal feedback and daily diary sheets, enabling the parents to continue care and education at home.

The partnership with parents and carers is good. They are encouraged to be involved with their child's learning through discussions with their child's key person where they receive information about their child's achievements and targets to work towards next. These targets are individual to the child and support their progress towards their early learning goals. The parents are encouraged to add to this dialogue with any activities or achievements the children have done at home and this is then used to inform the children's files and future targets. The parents are invited along to parental consultations where they are able to discuss their child's progress. Staff ask for parental feedback about the practice they provide and parents are able to fill out questionnaires or discuss with the manager any suggestions they have to improve the care or education their children receive. This feedback is then considered by the management and put into practice, and changes are then fed back to all parents ensuring they are fully aware.

The children's spiritual, moral, social and cultural development is fostered. The staff teach children about Hanukkah, Chinese New Year and different national celebrations. This is then supported by the varied resources, activities and a multicultural menu that is delivered within the nursery. The children have caring attitudes, they share toys and look after each other whilst playing. They are encouraged to talk about right and wrong and are beginning to recognise the difference between accidental and deliberate actions because the staff talk through their actions and discuss unacceptable behaviour. They are encouraged to engage in conversation during social events such as snack time, circle time and whilst playing. Children broaden their experiences within the setting as the staff plan a variety of different activities around cultural beliefs and different countries and how different people live. They support the children to know the surrounding community and plan walks locally to make them familiar with their area.

## **Organisation**

The organisation is good.

Overall children's needs are met. Children's care and learning is significantly enhanced because they are cared for by a dedicated team of practitioners who have a secure understanding of how they learn. Robust and rigorous recruitment, appointment and induction procedures ensure that practitioners are qualified, experienced and suitable to work with children. New staff are monitored and assessed, and are extremely well supported through a comprehensive and structured induction programme. In fact, existing staff have also recently completed this process to support their continued personal and professional development. Communication across the setting takes place in a variety of different ways, both formal and informal, and is extremely effective between practitioners and management. The nursery is very well organised and the operational plan implemented effectively in practice. Practitioners have a clear knowledge of their roles and responsibilities and effectively implement nursery policies and procedures.

Children's health, safety and well-being are promoted. Secure procedures are implemented to review all records, contact details and nursery procedures, including practising and recording of fire drills. Accurate records are maintained of children, staff and visitors to and from the setting and highly effective procedures are in place to ensure visitors are never left unsupervised. Records and information are shared effectively with parents and secure procedures are implemented to ensure confidentiality is maintained.

Leadership and management are outstanding. High priority is placed on monitoring and evaluating the educational programme and a review of roles and responsibilities in the setting has helped to place a stronger focus on this within the nursery. Management have an excellent knowledge of the strengths within the provision and continue to identify areas for development throughout. Teaching is monitored informally as the management team work in the rooms with practitioners and influence practice on a daily basis. Formal systems, such as appraisals and the identification of training needs, help to ensure practitioners continue to update their skills and knowledge, which ultimately impacts positively on the opportunities they provide for children. Robust procedures are in place to monitor the activities and experiences offered and ensure they cover all areas of the curriculum. Children's assessment records are monitored and reviewed regularly. This is a highly effective and improving setting with clear aims and objectives for the quality of care and education. Practice is truly reflective, proactive and responsive.

## **Improvements since the last inspection**

At the last inspection the provider agreed to further develop resources that display positive images and promote diversity. Children now have many opportunities to celebrate similarities and differences as they use a broad range of resources which encourage this.

The provider also agreed to provide opportunities for staff to develop their knowledge and understanding of child development. Recruitment procedures have been reviewed to ensure that new staff have a sound knowledge and understanding of child development. All staff have recently undertaken re-training in the form of a structured and comprehensive induction package, this includes developing their knowledge and understanding of child development.

Nursery Education.

At the last inspection the provider agreed to three recommendations regarding the provision of nursery education; to develop staff's knowledge and understanding of the Foundation Stage Curriculum and how young children learn; to review and extend children's assessment records

to link with the planning so that all children are sufficiently challenged and the next steps in their learning are clearly identified and, to provide further opportunities for the older and more able children to link sounds to letters and use this knowledge to write simple words, such as labels and captions around the room.

All practitioners have a thorough knowledge of the Foundation Stage and use it effectively to ensure that children make good progress towards the early learning goals. Assessment records linked to the planning identify the progress that children are making and show how they will be supported to move onto the next steps in their learning. Children are helped to become aware of sounds in words and to know which letters represent some of the sounds. Older and more able children are able to recognise initial sounds in words.

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

Since the last inspection there have been three complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. Ofsted received a complaint on 18 April 2007 relating to National Standard 1: Suitable person, National Standard 2: Organisation, National Standard 3: Care, learning and play, National Standard 5: Equipment, National Standard 8: Food and drink, National Standard 11: Behaviour, National Standard 14: Documentation. Ofsted investigated the complaint through an unannounced visit to the premises on 20 April 2007. As a result, one compliance action, nine actions and one recommendation was given. On 14 May 2007, Ofsted conducted a further unannounced visit to monitor that the compliance action was being met. The registered provider has taken increased steps to ensure the accuracy of staff and children's attendance. The registered provider remains qualified for registration.

Ofsted received a concern on 09 May 2007 regarding National Standard (NS) 2 (Organisation), 6 (Safety) and 7 (Health). An Ofsted inspector visited the provision on 14 May 2007 and National Standards 6 (Safety) and 7 (Health) were inspected. There was evidence at this visit that National Standards 6 and 7 had not been met. The provider was given 2 actions as follows: NS 6: ensure positive steps are taken to promote safety within the setting. This refers to the safe handling of babies

NS 7: ensure an accurate record of accidents is maintained, which is signed by parents.

All the actions above were checked at a monitoring visit on 05 June 2007. The provider had met all the actions. The provider continues to be registered.

On the 06 August 2007 concerns were raised about risk assessments conducted at the setting, the amount of incidents that were occurring, the accident book not being filled in, no measures put in place when children have had accidents, floor suitability and the clothing of members of staff. These concerns relate to National Standard 1: Suitable person, 2: Organisation, 3: Care, learning and play, 4: Physical environment, 6: Safety, and 7: Health. Ofsted conducted an unannounced visit on the 08 August 2007 and found that the provider was in breach of National Standard 2. The provider was given one action to ensure the daily record of children's hours of attendance is maintained accurately. A satisfactory response to this action was received on 23 August 2007. The provider remains qualified for registration.

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):

- further develop role-play scenarios to provide children with stimulating opportunities to build on their imagination.

#### **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 opportunities in communication, language and literacy for children to explore writing for a purpose; developing every day mark-making opportunities.

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)