

# Kidsunlimited Nurseries - Bunnybrookes

Inspection report for early years provision

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**Unique reference number** 221597  
**Inspection date** 28/05/2009  
**Inspector** Emma Bright

**Setting address** 1st Floor, Frank Lee Centre, Addenbrookes Hospital, Hills  
Road, Cambridge, Cambridgeshire, CB2 0QQ  
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**Type of setting** Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

## Description of the setting

Kidsunlimited Nurseries - Bunnybrookes is part of Kidsunlimited Nurseries, a national nursery chain. It opened in 1990 and 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 premises is accessible via a ramp and a lift is available to access the first floor. A maximum of 88 children may attend the nursery at any one time. The nursery is open all year round with the exception of bank holidays. All children have access to an enclosed outdoor play area.

There are currently 134 children on roll who are within the Early Years Foundation Stage (EYFS). Of these, 44 children receive funding for early education. The nursery is registered on the Early Years Register. The nursery currently supports a small number of children with learning difficulties and/or disabilities and also supports children who have English as an additional language.

The nursery employs 23 staff. Of these, 13 hold appropriate early years qualifications and eight are currently working towards a qualification.

## Overall effectiveness of the early years provision

The overall quality of the provision is inadequate. The individual needs of children in the nursery are not met and not enough is done to promote their learning and development. Staff lack the skills and understanding about the children in their care and their knowledge regarding the Early Years Foundation Stage (EYFS) is insufficient. Although children are cared for in a secure environment, risk assessments and some policies and procedures are ineffective in fully safeguarding children. The organisation of the provision is currently weak, however the capacity to improve is satisfactory due to the commitment of the acting manager who has begun a self-evaluation system to identify and address some strengths and weaknesses in the setting.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

## What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- promote the good health of children and take any necessary steps to prevent the spread of infection. This refers to cleanliness in the milk kitchen, the preparation of babies' milk bottles, general cleanliness throughout the premises and hand washing routines (Safeguarding and promoting children's welfare)

29/05/2009

- keep a record of all accidents and first aid treatment. Inform parents of all accidents or injuries sustained by children whilst in the care of the provision and of any first aid treatment given (Safeguarding and promoting children's welfare) 29/05/2009
- ensure the risk assessment takes account of outdoor and indoor spaces, furniture, equipment and toys so that they are safe and suitable for purpose. This refers particularly to the peeling paint in the kitchen, the flooring that has come loose in areas used by children and the general care of some resources (Suitable premises, environment and equipment) 31/07/2009
- improve systems to ensure that staff are effectively deployed in all areas of the nursery so that the individual needs of all children are met (Organisation) 31/08/2009
- promote equality of opportunity and anti-discriminatory practice, ensuring that every child is included and not disadvantaged because of culture and home language. This refers particularly to finding out about children's home language so they can use it in their play and learning (Organisation) 31/08/2009
- organise systems to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs. Ensure practitioners are familiar with the content of the areas of Learning and Development in order to effectively support children's learning and development (Organisation) 31/08/2009
- plan and provide experiences which are appropriate to each child's stage of development as they progress towards the early learning goals. Ensure there is a balance of adult-led and freely-chosen or child-initiated activities (Organisation) 31/08/2009
- undertake sensitive observational assessment in order to plan to meet young children's individual needs (Organisation). 31/08/2009

To improve the early years provision the registered person should:

- develop the outdoor space in order to support children's learning in a rich and stimulating environment, which offers challenging experiences and where they have freedom to explore and use their senses.

## **The leadership and management of the early years provision**

Overall leadership and management of the setting is inadequate. The acting manager who has recently been appointed has begun to implement changes; however, the overall management structure has failed to maintain continuous

improvement. For example, recommendations from the previous inspection have not been addressed; therefore, overall progress is limited. Frequent changes in setting managers mean that staff lack confidence in their implementation of the EYFS, which means children do not make sufficient progress in their learning and development. Accident records are not consistently completed and shared with parents when accidents occur and this means children's welfare is not fully safeguarded.

Children's good health is not adequately promoted. For example, poor hygiene practice such as the preparation of babies' milk and cleanliness of the milk kitchen puts babies' health and welfare at risk. Risk assessments are in place and daily checks are carried out indoor and outdoors. However, this system has failed to identify and take into account hazards such as torn linoleum flooring and peeling paint in the kitchen; some resources are grubby and uncared for. This puts children's welfare at risk. Staff deployment is ineffective. For example, meal times in the baby and toddler units are not positive experiences for those children because staff are too busy with daily routines and chores. This impinges on children's learning experiences and means their individual needs are not met.

Staff have a sound understanding of the setting's Safeguarding Children procedures; some of the staff team have attended child protection training. There are robust procedures in place for the recruitment of new staff. All required documentation is in place and policies and procedures are shared with parents. Information is provided for parents about the setting and sound systems are in place for staff to gather information about children's individual care needs. Staff offer daily verbal and written updates to ensure parents are informed about their child's care.

## **The quality and standards of the early years provision**

Children's progress towards the early learning goals is limited because staff do not understand how to deliver the learning and development requirements of the EYFS or what they need to do to support children's learning effectively. This limits their ability to plan relevant and motivating learning experiences which meet individual children's needs and provide sufficient stimulation and challenge. Staff do not effectively observe, evaluate and assess children's progress; although each child has a learning journey in place, it is not used to systematically identify appropriate learning priorities for each child. Planning does not adequately cover all areas of learning in a broad range of motivating experiences for each child's stage of development. As a result, staff are not able to adequately help children learn and develop to their full potential.

Staff are caring and have developed warm relationships with children; they engage with the children when they are not busy with chores, such as joining in a spontaneous game of hide and seek with toddlers who laugh as they run away. Some babies benefit from being held as staff give them their bottles. However, at meal times, children with food allergies are inappropriately sat away from others to eat their meals and this means they are not included in social activities. Staff do not value and celebrate children's individuality and needs and it is not reflected in

their approach to children and how they present activities. The setting does not gather information about children's home languages or work closely with parents to ensure cultural diversity is embraced and respected. In addition, the key person system is not particularly successful in ensuring that a genuine bond is formed with the baby or child; however, the setting does develop links with parents to discuss the child's care and keep them informed. A suitable system is in place to support children who have learning difficulties and/or disabilities.

Children have opportunities to draw and look at books, but they make limited progress in their communication, language and literacy skills because they are insufficiently supported and extended. Children have fewer opportunities to explore and experiment and find out things for themselves. There are limited resources for children to appreciate diversity and value differences. Children learn about number and counting, babies play with shape sorters and push and play toys. However, they are not adequately supported in developing their understanding of problem solving, reasoning and numeracy in a broad range of contexts. Although children show an interest in art activities, they have fewer opportunities to express and develop their own ideas because adults are over concerned with the end result. This means children have insufficient challenge and it inhibits their ability to create, experiment and learn independently.

Children's welfare is not promoted adequately enough because the provider does not ensure that children are fully safeguarded and their good health is promoted. Risk assessments are not robust enough and staff are not effectively deployed to meet children's needs. Children are learning about the importance of a varied and nutritious diet; they are provided with nutritious snacks and meals which include lots of fresh fruit and vegetables and these are prepared and cooked daily on the premises. Staff are aware of children's individual dietary requirements and any specific needs are well catered for. Children enjoy some physical activity and have opportunities to play outdoors in the garden. However, the outdoor space does not offer challenge or support children's learning effectively where they have freedom to explore and use their senses in meaningful experiences.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	4
How well does the provision promote inclusive practice?	4
The capacity of the provision to maintain continuous improvement.	4

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	4
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	4
How well are children safeguarded?	4

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	4
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	4
How well are children helped to stay safe?	4
How well are children helped to be healthy?	4
How well are children helped to enjoy and achieve?	4
How well are children helped to make a positive contribution?	4
How well are children helped develop skills that will contribute to their future economic well-being?	4

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