

# Kidsunlimited Nurseries - Tytherington

Inspection report for early years provision

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**Unique reference number** EY293694  
**Inspection date** 10/09/2009  
**Inspector** Sue Anslow

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**Type of setting** Childcare on non-domestic premises

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## 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*.

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## **Description of the setting**

Kidsunlimited Nursery Tytherington is one of several settings run by Kidsunlimited Limited. It opened in 2004 and operates from a purpose-built building situated on Tytherington Business Park, outside Macclesfield, Cheshire. Children share access to a safely enclosed outside play area on two sides of the building. The nursery is open each weekday from 7.30am to 6pm, all year round, excluding Bank Holidays.

The nursery is registered on the Early Years Register. A maximum of 94 children may attend the nursery at any one time. There are currently 133 children aged from birth to under five years on roll, some in part time places. Children are cared for within six age specific group rooms. Appropriate nappy changing areas, toilet and hand washing facilities are available and there is a kitchen on site for the preparation of meals and snacks.

There are 26 members of staff, 18 of whom hold appropriate early years qualifications to at least level 2. A further three staff are working towards a qualification. The nursery benefits from three supernumery staff in the management team and a further supply of regular bank staff who can cover holidays and sickness. The nursery provides funded early education for three and four-year-olds and receives support from Early Years advisors.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The motivated and ambitious management team have a very clear vision for the nursery and have successfully created an inclusive environment. Systems to evaluate practice are effective and support management and staff to continue to improve standards. Children make excellent progress in their learning and development and their welfare needs are promoted effectively. The nursery works extremely well with parents, local schools and other agencies to ensure that children get the support they need. This leads to continuity of care and learning, enabling all children to make good progress.

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

To further improve the early years provision the registered person should:

- extend the supply of resources to reflect differences and diversities.

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

Children are safeguarded and protected extremely well through close supervision and appropriate teaching by staff. A comprehensive policy outlines staff's responsibility with regard to any significant concerns and is available for parents to

read at any time. Senior managers have access to relevant training and all members of staff are secure in their knowledge of child protection procedures. Kidsunlimited operate good standard procedures for the recruitment and vetting of staff and anyone not fully cleared is never left on their own with children. Staff help children keep themselves safe through regular routines and reminders. They practise emergency evacuation procedures, road safety drills and personal safety issues as appropriate. Thorough risk assessments are carried out regularly, both indoors and outside, and children learn about safe and responsible behaviour so as not to hurt themselves or their friends.

The nursery actively promotes equality of opportunity for all children attending. Each child has their own key worker who liaises closely with parents throughout their time in the nursery to ensure their individual needs and requirements are being met. All children are treated equally and fairly and no groups are discriminated against in any way. Activities and outings are available to all children and they learn about their local community as well as the wider world around them, through their play. Staff identify the need for additional support as early as possible and work closely with parents and outside agencies as appropriate. They make approaches to local schools at the beginning of each summer term, in order to facilitate the smooth transition of the older children into school. Key workers meet with teachers to discuss the continuity and continuation of the Early Years Foundation Stage framework.

The highly motivated and experienced manager ably supports the development of the staff team and instigates changes where necessary. The back up of the Kidsunlimited organisation and the commitment of senior staff in the nursery results in a good learning environment where children of all ages can thrive. Regular staff meetings and annual appraisals ensure training needs are met and the staff team feel valued and listened to. Systems for evaluating the childcare practice are firmly embedded and take into account the views of staff, children and parents. Strengths and weaknesses are identified and acted on immediately. For example, a re-organisation of the preschool room at the end of the summer, with full input from the children, resulted in easier access to the activity areas. The minor recommendations from the last inspection have all been complied with satisfactorily.

The nursery works extremely effectively with parents and carers to ensure each individual child's needs are met. They receive comprehensive information about all aspects of nursery life through the initial welcome pack and subsequent newsletters and daily diary sheets. Regular parents evenings throughout the year keep parents informed about their children's progress and development and daily verbal communication ensures any concerns or queries are dealt with straight away. When children first start in the nursery, parents are asked to complete a short form about their children's character traits, interests, likes and dislikes. As they move on through each room this information is updated to help staff plan the most appropriate activities to challenge and interest each child. Parents' views, comments and ideas are actively sought and acted on, and the many written thank you notes and cards are testament to parents' satisfaction with their child's learning and enjoyment.

## **The quality and standards of the early years provision and outcomes for children**

Staff have a secure understanding of the Early Years Foundation Stage and use highly effective key worker systems to support children to achieve good outcomes. Weekly plans cover all six areas of learning equally and staff ensure any children attending part time enjoy the same opportunities as those attending full time. Staff make sensitive observations of children's interests, achievements, requests and comments during the day, which are used to inform the planning of activities for the following week. In this way, each individual child's progress is tracked carefully to ensure optimum levels of achievement and enjoyment. Themes or topics often emerge from children's different interests, the time of the year or specific celebrations. During early autumn when new children are getting used to each other and their different rooms, activities are designed to help with this. For example, they thoroughly enjoy talking about the different people in their families, their pets and the types of houses they live in. They look in the mirror to create self portraits or bring in their favourite toys to show their friends. Young children enjoy learning new songs and hearing familiar stories read out loud.

Children learn through play and the wide variety of activities provided. From the moment they start in the baby room, children begin learning for the future. They enjoy close, warm relationships with staff, resulting in the confidence to ask questions or seek reassurance. Easy access to the toys and play equipment means children can help themselves to whatever they want to play with, inviting their friends to join them or preferring to play on their own. Independence and responsibility are promoted well and children respond to praise and congratulations. Children behave very well and enjoy helping staff with little jobs like tidying up or cleaning the sink area. An excellent balance of indoor, outdoor, quiet and active play is promoted throughout the day and small groups of children thoroughly enjoy and benefit from time spent in the sensory room or in the wide corridor outside the busy playrooms. Staff are working hard to enhance the garden areas to promote children's enjoyment and learning in all weather conditions. Children have a planting area where they grow fruit and vegetables for use in the nursery and a digging area where they can use their buckets and spades or create roadways for their lorries and trucks.

Healthy lifestyles are promoted well in the nursery, starting with baby massage, yoga and physical play sessions, through to healthy menus of meals and snacks, access to fresh drinking water and rest or sleep periods as required. They learn about nature and the world around them through watching their plants grow and following the lifecycles of caterpillars and tadpoles. Staff invite many visitors to the nursery to meet and interact with the children. For example, Zoo Lab come with their selection of reptiles, firemen arrive in their fire engine and staff sometimes bring in their pet rabbits or puppies. Children and their families learn about people less fortunate than themselves and enjoy many fun activities to raise money for good causes. They currently sponsor a nursery in South Africa and are fascinated to receive pictures and photographs from the children there. They read stories such as Handa's Surprise which promote interesting discussions about people who do not have cars and have to walk everywhere. They enjoy tasting fruits from

different countries and try balancing a wicker basket on their heads to see how far they can carry it. Most of the rooms have a small selection of resources reflecting diversity, but not enough for children to enjoy hands on experience and promote their all-round development in this area.

Children greatly enjoy their time at the nursery. They take pleasure in looking at books, listening to stories and singing songs. Older children are beginning to recognise the letters in their names and writing implements are provided in most of the activity areas. Children help staff by 'making lists' of everyone who has drawn a picture that day and counting how many have not. Younger children enjoy action songs, often nodding their heads even though they are not yet able to sing all the words. They hold up the correct number of fingers in the five little ducks song and willingly hold hands with their neighbour to rock backwards and forwards during the row your boat song. Children have many opportunities to practise their small muscle control as they pick out the small fuzzy felt pieces for their pictures, thread buttons onto long strings or roll out the coloured dough to make wiggly worms. Learning is fun and interesting and starts from the first exploratory shake of the rattle or feel of the furry bear. The structure of the centre and staff's relationships with the children and their families develops an environment of confidence, self-esteem and a positive attitude to learning. This in turn contributes to producing well-rounded individuals with high expectations of themselves, who work well together to make valuable contributions to society.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	1

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