

Kidsunlimited Nurseries - Tadpoles

Inspection report for early years provision

Unique reference number	EY335791
Inspection date	28/10/2009
Inspector	Jane Elizabeth O'Callaghan
Setting address	Tadpoles Nursery, 338-340 Kirkstall Road, LEEDS, LS4 2DS
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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*.

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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Tadpoles Kidsunlimited Day nursery opened in 2006 and is owned by Kidsunlimited Limited nursery chain. It operates from six rooms in a two-storey building, situated on the outskirts of Leeds. The nursery serves the local community and commuters into Leeds. All children have access to an enclosed outdoor play area. The nursery is open each weekday from 8.00am to 6.00pm all year round, except for bank holidays.

A maximum of 69 children may attend the nursery at any one time. There are currently 100 children aged from three months to five years old on roll, all of whom all are within the Early Years Foundation Stage. The nursery is in receipt of nursery education funding and there are 24 children receiving this. Children attend from surrounding areas. The nursery supports children with special educational needs and/or disabilities and those with English as a second language.

The nursery employs 20 members of staff, of whom 19, including the manager, hold appropriate early years qualifications and several staff members are working towards further qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very happy, settled and confident in the setting because staff develop warm and caring relationships with them. Children have easy access to well arranged playrooms and they are able to make choices from a good range of interesting and stimulating activities which meet their learning needs in most areas. The provider of the nursery consistently works to improve the provision through further training, which enhances the staff's childcare practice and aids to promote good outcomes for children. The nursery has developed strong links with parents and other agencies, and is working very closely with them to promote the children's care and involve them in their education.

What steps need to be taken to improve provision further?

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

- develop all children's interest in how to operate everyday technology and programmable toys to support their learning
- continue to develop the independence of children of all ages through play and social times.

The effectiveness of leadership and management of the early years provision

Children's welfare is secure because staff know and understand safeguarding issues and procedures. They are aware of the possible signs of abuse and know the procedures to follow if they have concerns about a child. The named designated person for safeguarding is suitably qualified and other staff have also completed relevant safeguarding training. Recruitment is strong and there are sound employment procedures in place including Criminal Records Bureau processes. Current and relevant information regarding the Local Safeguarding Children Board is available in the staff room, safeguarding is discussed during team discussions, and safeguarding training, policies and induction are given a high priority.

Parents receive a good amount of information about the nursery and the progress their children are making. Regular developmental meetings between staff and parents ensure there is a two-way flow of information about the progress the children are making. Parents receive regular newsletters to inform them of what is happening within the nursery and what the children are learning. Children with special educational needs and/or disabilities have their needs met by regular sharing of information between the nursery, parents and outside agencies. A good deal of written and visual information is available to them and the staff conscientiously ensure there are good feedback opportunities, promoting effective partnerships.

The nursery reflects and values diversity and children enjoy many positive visual images of differences through story books, toys and play figures. Children take part in a variety of cultural activities, helping them develop positive attitudes and an appreciation for differences in the community. For example, children celebrate Chinese New Year, Christmas and other cultural festivals.

The nursery has also successfully addressed most of the recommendations that were raised at the last inspection. For example, partnerships with parents have been well addressed ensuring parents are kept informed, and all staff have attended Early Years Foundation Stage training. However, developing children's independence of all ages is still a little limited. The managers and staff of the nursery have an accurate understanding of the strengths of their provision and any areas for further improvement, and have completed a self-evaluation, which had input from all staff at the regular staff meetings that are held.

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

Children are cared for in a welcoming and stimulating environment where they settle quickly. They have access to a good variety of resources that are well organised so that children can select the toys and equipment for themselves. Staff are vigilant about ensuring safety precautions are in place so that the children can move freely, explore and investigate. Children learn about how to keep safe

through being shown how to use knives in the cookery club and through the regular practising of fire drills. Staff implement effective hygiene routines, such as keeping tables and floors clean, and staff follow nappy changing procedures conscientiously. Children learn good hygiene practices as they know to wash their hands before they eat, after using the bathroom and after playing outdoors or with messy crafts. Younger children are well supported by staff until they can do these things independently and are given flannels to wash their hands. Children develop a good understanding of adopting healthy lifestyles as they grow their own vegetables and participate in activities that further their knowledge about making healthy eating choices. They enjoy nutritious snacks and meals that are freshly prepared on the premises and more able children help themselves when pouring their own water and help to serve their food. However, younger children have limited opportunities to develop their independence.

All children have plenty of outdoor play. They access well-equipped outside areas and babies play in a fenced-off area under a pagoda, with balls, a slide and books. More-able children access areas where they play with bikes, develop their balancing skills through walking on tyres, throw balls to each other and build with outdoor building bricks. Children have lots of fun and excitement digging in the garden, telling their friends and staff all about how they plant flowers for winter and take the old plants out as 'they are not growing anymore'. More-able children have good mouse control on the computer and take turns to play with it and show each other how to make coloured pictures on it. However, children have limited opportunities to develop their interests in how to operate everyday technology and programmable toys to support their learning. Children learn to count at circle time, when they count how many children are at nursery today in the pre-school room and, with some help, confidently count to 13, and also count through action rhymes. Younger children recognise round, small and large shapes they have made with the clay and the staff aid the babies as they count the jigsaw pieces together. Children of all ages have access to a wide selection of books that are age appropriate. For example, babies have cloth books and books with thick pages to enable them to open them easily. More-able children access story books that they read to each other and also informative books. Children choose books for staff to read to them to them at circle time. The children play with wet and dry sand, trying to make the wet sand go through the sieves. Staff explain why it does not go through and to try the dry sand and children are thrilled when the dry sand goes through the sieves.

The children have formed close relationships with staff, which help them to feel secure. They understand the clear and realistic boundaries which are set according to their age and stage of development. They follow simple rules, which are consistent, and they have a familiar routine each day which enables them to know what is expected of them and when things are going to happen. Staff recognise children's efforts as achievements and always praise them for trying or responding well. For example, more-able children are rewarded when helping to lay the table and for being polite by putting a star on the tree. They behave well and are highly responsive to requests for good behaviour.

Staff make regular and very thorough observations of children's achievements and use these to plan activities. Children's start points and next steps are identified and

planning is clear and individual to each age range of children in their own rooms. The nursery operates a key person system and all staff complete purposeful observations of how learning areas are being used to establish if children need greater challenge, support or diversity in their learning.

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

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

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
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	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
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	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met