

# Kidsunlimited Nurseries - Bunnybrookes

Inspection report for early years provision

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<b>Type of setting</b>	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 Nurseries - Bunnybrookes is part of a national nursery chain and opened in 1990. The nursery operates from five purpose built home-base playrooms located on the first floor of the Frank Lee Centre, sited on the Addenbrookes Hospital complex in Cambridge. Access to the premises is via a ramp and a lift is available to the first floor. All children share access to a secure, enclosed, outdoor play area, adjacent to the nursery premises. A maximum of 88 children may attend the nursery at any one time. The nursery opens five days a week all year round. Operating times are from 07.00am until 06.00pm.

There are currently 122 children aged from seven months to five years on roll. Children aged three and four years receive funding for early education. Children attend for a variety of sessions or full day care. The nursery serves children of parents who work on the hospital site. The setting supports a small number of children who have special educational needs and/or disabilities or who have English as an additional language. This provision is registered by Ofsted on the Early Years Register.

The nursery employs 22 staff to work directly with the children, of whom 14 of the staff, including the manager, hold appropriate early years qualifications. There are eight staff currently working towards recognised early years qualifications. The nursery also employs a cook, housekeeper and catering assistant. There is a bank of relief staff and agency staff who are also used to cover for staff absences. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are cared for in a welcoming and generally secure and safe environment where they are valued as individuals. They are involved in a suitable range of activities, which are linked to the Early Years Foundation Stage and mostly planned according to the children's interests and capabilities. Effective ongoing communication with parents and carers, together with the appropriate support they receive in their activities, contributes towards children making steady progress in their learning and development. There are now suitable methods in place for evaluating the quality of the provision. Significant improvements have been made since the last inspection and the management and staff show commitment to continually improving children's learning experiences.

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

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

- review and revise security arrangements and make the necessary adjustments to secure children's safety at all times

- develop the educational programme for communication, language and literacy by improving the quality and quantity of the books available to children, encourage them to handle books carefully and allow time for them to read for pleasure
- review routines, deployment of staff and how learning experiences are organised and delivered so that children consistently concentrate on activities and are challenged to achieve as much as they can
- develop further the partnership with other settings that children attend within the Early Years Foundation Stage to support transitions and enhance continuity in children's care and learning.

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

Children are appropriately safeguarded because the staff are aware of their child protection responsibilities. They attend child protection training to ensure that their knowledge of reporting procedures and the possible indicators of abuse are kept up-to-date. All of the documentation and the written policies and procedures for the safe and efficient management of the nursery are in place. Risk assessments are routinely carried out on the premises, the outdoor play area and for outings, and are used effectively to identify and minimise most of the potential risks to children's safety. Although there is a key pad entry system to the premises, it has been recently identified that the security of the premises requires further improvement and adjustments to promote children's safety at all times. There are important recruitment procedures in place to check that all staff are suitable to work in the nursery. Relevant background checks are undertaken and staff ensure that any person who has not been checked is never left alone with children. The minimum requirements regarding staffing levels are generally met. However, adults are not always deployed effectively to provide optimum support for children, particularly when they are fully stretched dealing with organising and setting up activities at the beginning of the nursery day.

Since the last inspection there have been considerable changes to the management team. The new manager has a very positive attitude towards driving improvement and has successfully stimulated the enthusiasm of the new staff team and channelled their efforts effectively. The management and staff have a clear vision for the future and have taken many positive steps to improve outcomes for children. The nursery has been totally redecorated and renovated, with new flooring and significant improvements have been made to the outdoor area. Although there has been a high staff turnover since the last inspection, there is now a stronger team spirit developing amongst the new staff, with effective encouragement in place from development workers, mentors and regional managers.

Staff are starting to know the children well as individuals and support their learning appropriately. Systems are in place for children with identified special educational needs or those who speak English as an additional language to ensure that they are offered fully inclusive care and learning. The special educational needs coordinator knows where to access support for particular needs. Children are

learning to have a positive attitude towards people's similarities and differences through the examples set by the staff, and by using an adequate range of resources that reflect positive images of diversity.

Children benefit from the good relationships between the staff and their parents. Important information is displayed on notice boards and parents receive daily sheets with information about care routines and the activities the children have enjoyed. Good quality verbal feedback is also given and key persons encourage parents to become involved by contributing observations of children's achievements at home. Parents also become involved in their children's learning in other meaningful ways. For example, they help with gardening to create an inviting and attractive outdoor play area or they contribute photographs and interesting accounts of outings and adventures when a toy rabbit is taken home for the weekend. Parents are keen to express their satisfaction with the nursery and compliment the manager and staff on the improvements they have made and appreciate the way they calmly settle children into the nursery. The partnerships with other settings that deliver the Early Years Foundation Stage are less well-established. Although the staff have started making appropriate links with primary schools and other nurseries, systems to support children's transitions and enhance continuity in their care and learning are not yet fully developed.

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

Children's health and well-being is promoted effectively. Higher standards of cleanliness are now maintained throughout the nursery and both children and staff demonstrate a good understanding of effective hygiene routines. Regular hand washing, the use of anti-bacterial cleanser by visitors, and improved arrangements for cleaning furniture and play equipment all contribute to protecting children's health. The staff are knowledgeable about children's medical needs, allergies and special dietary requirements. Children are encouraged to eat healthily and are offered a range of fruit for snacks and nourishing freshly cooked meals at lunchtime. There are regular opportunities for children to enjoy fresh air and exercise everyday. As a result, children develop coordination and control of their bodies and are able to confidently use larger equipment, such as bicycles, scooters and climbing and balancing apparatus. Through practising the emergency evacuation procedures children learn what to do in the event of a fire. They also develop an understanding of keeping themselves healthy and safe by discussing how germs spread or demonstrate the safe way to hold items such as scissors.

Staff practice is generally sensitive and supportive to ensure that children settle and feel secure. Babies have a personal settling-in programme and sleep, eat and are changed according to their individual needs. The staff team are gaining confidence in using observations of children's progress and achievements. The key persons carefully assess the progress of each individual child and use this information to plan the next learning priorities. The staff develop the children's knowledge and understanding of colours, shapes and textures and use careful questioning to encourage interesting answers when exploring malleable and sensory materials. Babies also investigate natural materials and everyday items

within treasure baskets and staff allow them to make sense of objects in their own time and in their own way. A reasonable variety of opportunities are provided to develop children's vocabulary and language skills. However, the books stored within reach of children are extremely well-used and some are torn. Consequently, children are not encouraged to appreciate or take care of the books and opportunities for children to read for pleasure or find information from literature is limited.

The staff understand that children have different learning styles and ensure that a full range of activities linked to the Early Years Foundation Stage are offered, both indoors and outside, every day. Children have fun investigating spring flowers, examining the insects they find or experimenting by collecting and measuring rainwater. Children independently access resources that develop their knowledge of technology. They adeptly use a mouse to click and drag the cursor on the computer screen and confidently describe what they are doing. However, sometimes the learning experiences offered to children at the start of the day do not capture their interest or inspire or challenge them to achieve as much as they can. Children are generally polite and most listen to the staff's instructions and behave well. They play cooperatively by sharing and taking turns and are steadily developing the necessary communication, numeracy and technology skills for their future economic well-being.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

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

The quality of the provision in the Early Years Foundation Stage	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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