

Kidsunlimited Nurseries Teddington

Inspection report for early years provision

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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

Kidsunlimited is one of a chain of nurseries run by Summerfield's Nursery and Education Centre. It opened in 2009 and operates from a purpose built building in Teddington Middlesex. The nursery operates from six base rooms with dedicated nappy changing areas. There are separate staff facilities, a relaxation/parents room, an activity room for messy play, a laundry room, kitchen and a milk kitchen. Children have access to enclosed outdoor area.

The nursery opens from 7.30am to 6pm for 52 weeks of the year, excluding Bank holidays. The nursery is registered on the Early Years Register. The nursery is also registered on both the compulsory and voluntary parts of the Childcare Register, but currently has no children attending under this register. The setting supports children with special educational needs and /or disabilities and also supports children who speak English as an additional language.

A maximum of 78 children may attend the nursery at any one time. There are currently 35 children aged from under two to five years on roll, attending on full and part-time places.

There are currently eleven core staff working with the children including the manager, of these six hold recognised childcare qualifications. The setting has developed partnership arrangements with the Early Years Development and Childcare Partnership, Richmond upon Thames.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make progress in their learning and development and enjoy a particularly good choice of in and outdoor experiences. The manager and staff team work together effectively to provide an inclusive provision that welcomes all children, whatever their backgrounds and abilities. They share a vision for the nursery's future, and show good capacity to maintain continuous improvement. The nursery fosters close working relationships with parents and other professionals who have a positive impact on the quality of care and education offered. It contributes significantly to meeting children's needs well. Children feel safe while in this nursery.

What steps need to be taken to improve provision further?

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

- strengthen the two-way flow of information with parents about the progress and development of their child to enable them to support and extend their child's learning at home.
- increase the opportunities for children to find out about and identify the uses

- of everyday technology, and programmable toys to support their learning
- strengthen the systems to track how the current observation and assessments are carefully covering all areas of the early learning goals

The effectiveness of leadership and management of the early years provision

The nursery manager work together well with the staff team who have clearly defined roles to steer the group and drive improvement. Children receive care from suitable persons, as a direct result of the robust appointment and induction procedures. A good range of policies and procedures are in place and well understood, and implemented by the staff team. Additionally, the appointment of staff members who take lead role in specific areas such as health and safety, safeguarding, and behaviour management, contribute to proper safeguarding of children. Clearly written information and procedures are in place relating to safeguarding children, and the staff team demonstrate good understanding of their responsibilities and the procedure to follow, if they have concerns and follow this with confidence.

The staff team have a good understanding of the Early Years Foundation Stage (EYFS) and use their knowledge to plan interesting and challenging activities for the children. They know a lot about children's backgrounds through use of 'all about me' format forms involving parents. Staff's good knowledge of each child's individual needs allows them to incorporate children's interests and ideas into daily plans. Children's learning journals give a reflection of their progress in the early learning goals. Individualised planning ensures that they are sufficiently challenged and good use is made of the observation and assessment records to inform the next planning stage. This ensures they meet the individual needs of the children attending.

The nursery manager demonstrates a good commitment to continual improvement in the setting. Evaluation is used well by the staff team in reflecting on, and reviewing practices, successfully identifying what is working well and where improvements are needed. Children really enjoy the outdoors and the large sand pit, and nature garden is popular with all age groups. For example, the staff team is developing aspects of how children make use of the outdoor area by reviewing the different methods of incorporating this into the session. For example, they have identified music outdoors as an area to further develop. Parents are informed about such developmental areas to get them involved in its implementation.

Staff members show a clear understanding of equality and diversity, ensuring that all children enjoy equal access to equipment, toys and resources, making sure that those who learn better in an outdoor environment have plenty of opportunities to do so within the provision of extended activities outdoors. They have established good working relationships with other professionals to support children's needs. Children are beginning to developing their skills for the future in communicating, literacy, numeracy and information and communication technology. This is through use of the computer area with good resources and small world toys. However, the opportunities to find out about and identify the uses of everyday technology, and

programmable toys to support their learning are limited.

The nursery staff team works very hard to establish worthwhile partnerships with others associated with the children, such as other professionals. Staff members have developed good strategies to work in partnership with parents and carers. They value parents' views, providing them with a good range of information about the nursery and keeping them fully informed as to their children's progress. Parents receive daily feedback of the day's events, regular newsletters and emails informing them of future events and the current plans. However, the system for maintaining a two-way flow of information with parents about the progress and development of their child to enable them to support and extend their child's learning at home requires further development.

Overall, the manager monitors children's progress in their learning and development effectively. The senior management team draws on a range of sources to evaluate the provision, including staff and parents to identify suitable areas for development. They draw on and act on the advice of outside professionals and change their practice following training, so improving outcomes for children.

Records indicate fire drills are held regularly. Risk assessments are used effectively in monitoring and reviewing safety. All other required documentation is in place, including record of risk assessment for indoors outdoors and outings undertaken with children.

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

The staff team offer children a good range of interesting experiences in their base rooms. They work hard, as a newly established team, to set up a suitable learning environment. They risk assess the different sessions, so that children's safety is maintained well in each. Children are happy and secure in this well organised environment. They enjoy a range of well planned; meaningful play experience and have access to a good range of play materials and equipment that encourage their learning and development. Children benefit from good interaction with staff members, who support them well in their play, making suggestions, asking questions and encouraging children's language development through constant conversation.

Children learn about the world they live in through celebrating events, such as Halloween and Christmas. In addition, they see the local community and the wider world reflected in the toys and resources they use and in trips within the community. For example, children have in a recent visit to Bushy Park collected leaves, barks and conkers using them in activities. In the nursery, they experienced a range of materials in a unique way in a number of activities. For example, treasure baskets where babies happily explore and discover unusual metal, plastic and wooden objects using all of their senses. The feel things with smooth and texture whist staff members engage them in singing 'row row' row your boat and 'if you are happy and you know'. Young children join in the action

songs expressing happiness.

Children thoroughly enjoy their activities, concentrating well on what they do in a calm atmosphere. Children learn good foundations for their future lives through gaining an enjoyment of books, developing their early writing and often using counting during their play. The staff team supports the younger children as they settle into the nursery through use of an effective key person system, obtaining detailed personal information from parents about the individual needs of children.

Staff members make good use of observation and assessment to establish children's starting points in the EYFS and determine what they need to learn next. Staff members interact with children, differentiating their activities and the questioning techniques to match individual children's development levels so all receive appropriate challenge. However, the systems to track how the current observation and assessments are carefully covering all areas of the early learning goals are in its infancy. Regular discussions with parents help staff understand children's interests, which they feed into plans for future activities.

Children enjoy healthy, nutritious meals and snacks according to their individual dietary needs. They sit on small table and chairs and there are high and low chairs for young babies. Staff members make meal and snack times social occasions where they sit and communicate with children at all times. Water is available in all the playrooms for easy access to children. Young children have individual cups with photographs of themselves with their names for easy identification. Staff members are trained in how to prepare bottles for babies with the nursery making them up fresh as needed in the very hygienic milk kitchen in the baby room which has steriliser pods.

Children use clean rooms and staff members keep their first aid skills updated so know how to care for any child who becomes unwell while at the nursery. Children learn how to keep themselves safe and how to behave in ways that are safe for others.

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