



Kidsunlimited Nurseries - Chineham Park

Inspection report for early years provision

Unique Reference Number	EY232249
Inspection date	19 October 2005
Inspector	Jenny Scarlett / Paul Martin Kitchen
Setting Address	Spindlewood, Stag Oak Lane, Chineham Business Park, Chineham, Basingstoke, Hampshire, RG24 8NN
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Registered person	Kidsunlimited Nurseries
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Kidsunlimited is one of 42 nurseries run by the Kidsunlimited company. The nursery opened in 2002 and operates from 10 rooms in a purpose-built building. It is situated on Chineham Business Park on the outskirts of Basingstoke. A maximum of 149 children may attend the nursery at any one time. The nursery is open each weekday from 07:30 to 18:00 for 52 weeks of the year. All children share access to secure, enclosed and adjoining outdoor play areas.

There are currently 128 children aged from 3 months to under 5 years on roll. Of these 26 children receive funding for nursery education. Children come from a wide geographical area. The nursery supports a small number of children with special needs and who speak English as an additional language.

The nursery employs 32 staff. Nineteen staff, including the manager hold appropriate early years qualifications. Five of the staff are developing their qualifications with further training. Four staff are working towards a recognised early years qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health is promoted effectively by staff who demonstrate a sound knowledge of the procedures for promoting health and hygiene. Children have an awareness of their own needs and are developing independence in their personal care. Suitable hand washing facilities aid the children's development in their personal care and independence skills. They actively contribute to the development of the health and care routines such as tidying up and preparing themselves and the rooms for snack and meal times. Good procedures such as, staff consistently wearing disposable gloves and aprons for nappy changing, sustain high levels of hygiene and help prevent the spread of infection. Children are cared for appropriately if they become ill whilst in the setting. They are protected through the staff's good understanding of the correct procedures to be followed if accidents occur or children require medication.

Children's healthy growth and development is being fostered as staff show a good understanding of their individual dietary requirements. The older children's personal independence is developing as they self register for snack time. They demonstrate confidence in choosing and serving their own snack and pouring their own water or milk. Children and babies enjoy the varied and well presented, nutritious healthy meals. These comply with individual children's dietary requirements to ensure children remain healthy. Babies and young children enjoy the one to one adult contact at meal times and are given time to taste, enjoy and finish their food in a relaxed and calm environment.

Children develop their fine muscle skills, coordination and control, through safe handling of a variety of equipment, tools and materials such as scissors, pencils and glue sticks. They move confidently around the setting demonstrating good spatial awareness, for example forming a circle at music time. Children enjoy regular planned opportunities for indoor exercise such as ring games and soccer tots. There are limited opportunities for children to move spontaneously between the indoor and outdoor environment because staff follow a specific timetable for outdoor play. Planned outdoor activities are not always sufficiently challenging and there is limited equipment available to promote children's climbing and balancing skills.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The children are cared for in premises that are safe, clean and well maintained. Children and their parents are made welcome on arrival. The individual welcome helps the children feel secure and encourages them to settle at the start of the session. Children use a satisfactory range of safe and developmentally appropriate resources. Playrooms are spacious and mostly welcoming for the children. However, the lack of appropriate seating in the older toddlers and pre-school rooms inhibits opportunities for children to sit or lie comfortably and enjoy individual stories and cuddles with staff. There is a shortage of display boards and on occasions, appropriate resources in the nursery. As a result, staff do not always show and value children's work or provide suitable choices to meet the needs of all the children.

Most children feel confident and secure in their environment through the good deployment of staff who work directly with them. Staff's awareness of children's developing abilities helps to ensure appropriate safety measures are in place to avoid dangerous situations and minimise risks. Through gentle encouragement, children learn how to handle scissors. The younger children learn not to throw sand. Children share responsibility for keeping the environment safe. They are encouraged to tidy up at routine changes in the day or when preparing for snacks and meal times. Younger toddlers take an active part in attempting to roll up their Yoga mats, some with good success.

Children are protected well by staff who have a sound understanding of child protection policies and procedures and give good priority to the children's welfare. Staff to child ratios ensure that sufficient staff are on duty to meet the individual needs of the children throughout the day.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are confident relaxed and settled within the nursery. They enter the nursery happily and children in the baby and younger toddler rooms develop good close relationships with the staff. Children are able to rest and be active according to their individual needs.

Staff use the Birth to Three Matters guidance well to provide a good and varied range of physical play experiences for babies and children under 3. Children learn through play. The under 2s experience a varied range of practical experiences that interest them and stimulate their developmental needs effectively. They have warm relationships with staff and benefit from the one to one care and key worker system, receiving much individual attention. Babies become excited at the bubble play. They squeal and giggle with delight as they watch and try to catch the bubbles. The older babies enjoy a story before lunch. They delight in holding the puppets and tactile toys during the story and receive lots of praise and encouragement when joining in. The younger toddlers show an interest in what they do. They are keen to draw and colour rain drops. They dress up and pretend to be dogs and monkeys. Some children enjoy

the music and dance excitedly to familiar songs. They take an active part in the baby yoga session. Children thoroughly enjoy simple movements such as touch your nose and stretch high in the sky, they wriggle their fingers and enjoy simple action songs and dance to the music. Children in the older toddlers are broadly content in the setting. They are interested in a suitable range of appropriate indoor activities such as imaginative play and puzzles. However, some activities are not always sufficiently challenging or appropriate to the ages of the children.

Nursery Education

The quality of teaching and learning is satisfactory. Children's needs are being met through staff's sensitive and appropriate interactions that promote their self-esteem. Positive relationships are evident between staff and children and they know the children well. The staff plan and provide a suitable range of activities that promote children's learning towards the early learning goals. However, plans do not consistently include or identify learning objectives and activities are not evaluated. Information from assessment is not used in the planning of activities to promote individual children's learning and do not include the next steps for children's learning.

Children are confident in their environment, they arrive happily and are keen to take part in activities. They respond to new activities and challenges with enthusiasm. They adapt well to the new free flow activities in the pre-school room. They show good levels of curiosity as they grow their own flowers and vegetables during gardening club. Children are skilful communicators. They interact with confidence, speak clearly and listen well to each other's and staff's conversations.

Children have some opportunities to initiate their own activities and have a free choice day each week. They are motivated and show a keenness to be helpful and independent such as passing the pudding bowls. However, staff do not utilise the opportunities to further develop the children's independence effectively. Children respond well to the routine changes in the session, they follow clear guidelines and are aware of the expectations such as, helping tidy activities away.

Staff work directly with the children. They show a satisfactory understanding of the individual development needs of the children, helping them to focus on activities such as writing their names and building a railway. Some children develop good concentration skills as they glue and stick using sequins and make up puzzles. They learn to recognise and write familiar words in practical activities such as finding name cards at snack time. They mark make readily, paint purposefully and draw imaginatively. Many children write their names clearly. Children are developing an awareness of space and shape as they identify the different shapes of sequins, identifying shapes such as Hexagon. However, children do not have regular opportunities to use simple maths or to solve problems such as counting and comparing the number of boys and girls as part of the daily routine.

Children develop a good awareness of their own needs and a mature respect for the needs of others. They show a sound understanding and willingness to keep themselves safe and healthy through routines such as hand washing and caring for their environment. Children's behaviour is generally good. They know right from wrong and with adult support accept responsibility for their actions. Children are

sensitive to the needs of others, readily share toys and resources and co-operate with each other.

Helping children make a positive contribution

The provision is satisfactory.

Partnership with parents is satisfactory. Most children feel valued in the setting. Relationships are good overall. The play and education provision is organised to ensure children have access to a varied and satisfactory range of activities. Children arrive at the setting happy and confident. Younger children benefit from the positive partnership staff have developed with parents. Babies settle well because staff work closely with parents to ensure they follow their individual routine. Children's individual pegs and labelled boxes provide them with a sense of belonging as they store their pictures and personal possessions. However the children's individual boxes are not stored at children's height.

Parents and carers are well informed by staff. They share relevant background information, play activities and discuss children's specific needs. An informative notice board with relevant up to date business information is accessible to all parents. Children benefit from the open door policy and two way sharing of information, with opportunities for parents to speak to staff on a daily basis. Parents receive opportunities to contribute to the assessments made on their child and are encouraged to be involved in their learning. As a result, parents and carers have a sound understanding of their child's progress.

Staff are proactive in ensuring the needs of the children are being met. They demonstrate a sound knowledge of the individual needs of the children in their care. Staff monitor the children's smooth transition for babies and toddlers into the older children's groups well. As a result children receive good support to ensure they settle and are happy in their new environment. The Special Educational Needs Coordinator (SENCO) demonstrates a sound knowledge of the fundamental principles of the code of practise. As a result, staff work together with parents, carers and other professional bodies to organise the environment and plan appropriate activities to ensure the children take part at a level appropriate to their needs. Children develop a positive attitude to others through varied positive images displayed around the setting. This positive approach fosters children's spiritual, moral, social and cultural development. However, children receive limited opportunities to visit the local community and further developing a secure knowledge of the wider world.

Children benefit from staff who adopt a consistent and positive approach to the management of their behaviour. As a result, children's behaviour is generally well managed. They become aware of the routines and procedures and know what to expect in response to the routine changes in the session. Children know right from wrong, they are sensitive to the needs of others, readily share toys and resources and co-operate with each other.

Organisation

The organisation is satisfactory.

The provision for the quality of leadership and management is satisfactory. Children's care is enhanced by the setting's effective organisation. Staff working with the children have a sound knowledge and understanding of childcare. They understand and generally follow the settings policies and procedures to take appropriate steps to protect children, promote their well-being and support their development. As a result, overall, the needs of the range of the children are met.

Staff observe children's development and learning and keep records that help them to meet their needs. Children's records are openly shared with parents and their contributions valued to help them develop to their full potential.

Staff demonstrate a good understanding of their roles and responsibilities with relevant induction procedures and opportunities to receive further training. This is used to help develop their skills in organising provision that meets the children's needs, keep them healthy and safeguarding their welfare.

The manager is well informed about Early Years. The senior management team monitor and evaluate the provision through regular meetings, training and promoting the personal development of all the staff. The monitoring procedures are adequate, however, they are not always used to identify ways to improve teaching.

Improvements since the last inspection

The nursery have made improvements, acting on the recommendations raised at the last care inspection. These were to provide sufficient resources in all areas and to include resources promoting cultures and diversity. To ensure a first aid box is sited within the nursery at all times and that the Special Educational Needs Coordinator undertakes appropriate training.

Additional accessible resources have been purchased for all age groups and to help children in their understanding of diversity and cultures. A suitable special needs policy is now in place and the nursery's Special Educational Needs Co-ordinator has attended appropriate training to assist staff in identifying and supporting children with special needs. First aid boxes are now sited around the setting promoting the children's health safety and welfare at all times.

The last nursery education inspection highlighted the need for children to be independent, to make music for themselves, count in everyday situations, see their names in print and link sounds to letters. Staff were also recommended to undertake training to extend their awareness of different ways of teaching and supporting children in their development and learning.

Children's independence is appropriately supported. They actively take part in tidy up times, they enjoy passing round bowls and plates at lunch time and have good opportunities to be independent when choosing and serving their own snacks. Staff have good opportunities to undertake training and extend their skills and knowledge in childcare. As a result they plan and provide a suitable range of activities that promote children's learning towards the early learning goals. Maths is integrated into

daily practical activities and children demonstrate good counting skills. However, they do not have regular opportunities to use simple maths or to solve problems such as counting and comparing the number of boys and girls as part of the daily routine. Children receive good opportunities to interact with each other and staff. They confidently link sounds to letters when sounding out names of children at spontaneous opportunities such as preparing for lunch. Children self register at snack time and recognise their name in print.

Complaints since the last inspection

Since 01 April 2004, three complaints have been received regarding staff changes and that there were insufficient staff on duty. Concerns were also raised about the lack of supervision and care given towards children going to the toilet and the cleanliness of the setting. These complaints relate to Standard 2 Organisation and Standard 7 Health and Hygiene. Some complaints were investigated internally, others by a visit from a Child Care Inspector. Monitoring visits have continued to be carried out by inspectors to ensure continued compliance to standards. All issues and concerns were investigated and addressed with the registered person and short term actions and recommendations were set. We are satisfied that the registered person has taken appropriate steps to address the concerns. As a result of the investigations that took place the provider remains qualified for registration.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- provide appropriate seating in the toddlers and pre-school rooms for adults so that they can work with children comfortably
- provide the older toddlers with a more stimulating choice of activities and resources to expand and develop their interests and organise displays of children's work more effectively throughout the nursery.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- provide opportunities for children to move spontaneously between the indoor and outdoor environment and ensure outdoor activities are sufficiently challenging
- develop the use of the assessment programme to ensure the next steps for children's learning are identified
- develop staff's planning of the educational programme, to ensure children regularly take part in a range of planned activities to promote their large physical skills and have opportunities to develop their mathematical awareness and problem solving in practical situations.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk