

# Kidsunlimited Nurseries - Cambridge Science Park

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 – Cambridge Science Park is part of Kidsunlimited Nurseries, a national nursery chain. It opened in 2000 and operates from a purpose-built, two storey building on the Science Park in Cambridge. The nursery serves parents working at the Science Park and the local area. The premises are accessible and a stair lift is available to access the first floor. All children have access to an enclosed outdoor play area.

The setting receives funding for early education. It is open five days a week from 7.30am to 6.00pm all year round, with the exception of bank holidays. The setting is registered on the Early Years Register to provide 165 places and there are currently 181 children on roll who are within this age group. A small number of children attend other settings such as childminders and other local nurseries. The nursery currently supports a number of children who speak English as an additional language.

There are 37 staff members. Of these, 19 hold relevant childcare qualifications and five are currently working towards a qualification.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The manager and staff maintain a positive attitude to self-evaluation and use thorough procedures to support the continuous review of their practice. This enables them to prioritise improvements and offer a service which is responsive to the needs of children and their families. Good partnership working with parents and carers supports staff in building up a clear understanding of each child's needs. They can therefore ensure that these are consistently met and children are offered appropriate support to enable them to participate in activities and daily routines. Thorough planning procedures and good staff interaction with children mean that children's development is promoted and they are supported in developing their own play, enabling them to take an active role in their learning.

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

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

- provide further opportunities for children to gain a wider awareness of the ways of life, cultures and beliefs of other people.

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

The setting's robust safeguarding procedures ensure that children's welfare is consistently promoted. Appropriate policies and good staff induction and training

enable staff to work together to protect children. Stringent checks are carried out to ensure that all staff are suitable to work with children. Comprehensive risk assessments and thorough daily checks ensure that hazards are minimised and children's safety is promoted. Ongoing explanations from staff and specific activities help develop children's understanding of health and safety issues. For example, older children enjoyed a visit from a nurse who used appropriate methods to explain basic first aid.

Managers are enthusiastic and have a clear vision for the future, involving staff and parents in reviewing the setting's practice. A genuine desire to improve the outcomes for children, alongside the ability to prioritise actions mean that appropriate changes are made and their impact is monitored. This has been demonstrated in the progress made since the setting's last inspection. An example of a recent change is the improved use of assessments to inform planning and thereby ensure that children's individual development is promoted. Staff work well as a team and are offered appropriate support and further training. This creates a positive environment, where both staff and children are happy. The building and resources are used efficiently to promote children's learning and meet their varying needs. For example, space is organised to allow children to sleep peacefully whilst others are playing.

Staff have a clear understanding of anti-discriminatory practice and this area is monitored by the manager. They are therefore able to offer a service which is inclusive for all children and their families. Staff implement thorough procedures for working with parents and carers, enabling them to understand each child's background and thereby ensure that their needs are consistently met. Children's self-esteem and sense of belonging are promoted as their interests are included in the activity planning. Good communication with parents means that staff are able to work in partnership with them. Parents receive thorough information about the setting and their child's progress and activities, for example, through daily discussions, informative notice boards and practical open evenings. Consistency of care is further promoted as the setting works well with others providing care for the children. For example, they have introduced a three-way communication book to support the exchange of information between themselves, parents and other settings.

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

Children make good progress in their learning and development because staff have a secure understanding of the Early Years Foundation Stage. They utilise practical procedures for assessing children, actively using the information gained from assessments to inform activity planning and thereby promote children's individual development. Staff build appropriate relationships with children and have created a safe and welcoming environment. Children respond to this and their behaviour shows that they feel safe. For example, they independently choose resources and ask for help whenever needed.

Children's self-esteem is developed and their sense of belonging promoted as staff

involve them in making decisions. For example, after tidying away the snack table, children decide what activity they would like on this table, helping the staff member to set this up. This area is further promoted and children are helped to settle as staff make books for children containing annotated photographs of home and family members; children thoroughly enjoy looking through these and sharing them with staff and other children. The thoughtful provision of resources in each room means that these are accessible and children are encouraged to explore and determine their own play. For example, older children create role play scenarios and choose toys and equipment to enhance these, whilst babies enjoy examining their reflection in low mirrors and looking at photographs displayed at appropriate heights.

The consistent approach to behaviour management reinforces children's sense of security and enables them to develop a good understanding of appropriate behaviour. Staff offer children ongoing explanations and encourage them to share and work together to resolve any issues. Children's understanding of diversity is developed as they participate in discussions and access relevant resources such as books and role play items that give positive images and information. However, their wider awareness of the ways of life, cultures and beliefs of other people is not extended and fully promoted. The setting's good procedures for working with parents and other professionals mean that they are able to adapt activities and offer appropriate support to children who have special educational needs and/or disabilities and those who speak English as an additional language. For example, staff learn key words in children's home language and make use of resources such as dual language books.

Children's development is extended as staff make good use of learning opportunities. For example, after noting that younger children were showing an interest in shapes, staff extended this by introducing further activities such as painting, discussing and naming shapes. Good planning means that children can explore and gain an understanding of the wider world. For example, young children look at books about forest animals and then use a range of materials to make their own illustrations of the animals. Children are gaining a clear understanding of the relevance of good health practices. For example, their understanding of healthy eating is developed as they discuss the need for different foods to produce energy and help their bodies grow.

Children's appreciation of books is encouraged and they have opportunities to develop early reading and writing skills. For example, older children make their own illustrations for interactive story boards and enjoy arranging these in the correct order to re-tell the story. Good staff interaction and appropriate activities support children in using language confidently and imaginatively. For example, they discuss their role play and often explain the details of this to each other and to staff. Children of all ages have opportunities to learn about the uses of information and communication technology and thus gain valuable skills for the future. Older children use the computer and digital cameras, whilst babies and younger children use interactive toys and activity centres.

## 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>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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