

# Kidsunlimited Nurseries - Clairmont

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

Clairmont House, Kidsunlimited Day Nursery in Wilmslow, Cheshire was registered in 1983 and is part of a large nursery chain run by Kidsunlimited. It operates from five rooms in a two storey house and a separate single storey building on the same site has three rooms.

The nursery is registered on the Early Years Register to care for a maximum of 96 children. There are currently 122 children from birth to five years old on roll. The setting receives funding for nursery education. Children with special educational needs and/or disabilities attend the nursery, as do children who speak English as an additional language.

The nursery operates five days a week, throughout the year, except for bank holidays. The setting is open from 7.30am to 6pm. There are a total of 38 staff, of which 32 work directly with the children. There are five staff who hold qualifications at level 6 and a further two members of staff are working towards level 5. There is one staff member who has a level 4 qualification. There are 14 staff who hold a level 3 qualification and three staff at level 2. A further three staff are working towards their qualifications for level 3 and three staff for level 2. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting values the unique needs of every child and effectively promotes their welfare. A skilled and very effective management team and an enthusiastic and knowledgeable staff group, supports each child to make good progress in their learning and development. Leadership and management is very strong with outstanding aspects in driving improvement, deploying resources and partnerships with other settings. Partnerships with parents are effective and the setting is committed to encouraging parents to contribute to the ongoing observations of their child's learning.

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

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

- develop systems further to ensure frequent assessments are undertaken of children's learning
- build on existing good partnerships by further encouraging parents to contribute to the ongoing observations of their children's learning

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

Children are safeguarded well, as there are robust arrangements in place to protect them. Recruitment and vetting of staff is thorough to ensure only suitable persons are appointed. In-house training for all staff keeps them up-to-date about the possible signs of abuse and of the procedures to follow, if child protection concerns arise. Designated persons responsible for safeguarding are well qualified for the role and regularly review relevant policies and procedures, in order to keep children safe. Risk assessments are comprehensive, as staff ensure the environment children are cared for and educated in is safe and supportive. Fire evacuation drills are carried out monthly and children are helped to learn to be safety conscious without being fearful. Therefore, they show a strong understanding of how to keep themselves safe and move confidently around the setting.

The leadership and management of the setting is highly effective overall with a number of exemplary aspects. The management team are reflective in their practice and are exceptionally successful in inspiring staff in working towards and sustaining ambitious targets. Despite a number of staff changes to the team, morale remains high, as extensive monitoring has resulted in well targeted action plans for every room. The inclusive environment is exciting and stimulating, as it constantly evolves to meet children's differing needs. Recommendations raised at the last inspection have been met well. For example, a change to the environment in the toilet areas promotes children's privacy and dignity. The effectiveness by which the setting deploys its resources is outstanding. Good outcomes for children are clearly attributed to the excellent use of high quality resources and play materials and the effective use of key workers, to support children's learning and development.

The setting takes a lead role in establishing a highly effective working relationship with a total of seven primary schools. The recent conversion of a pre-school room into a reception classroom, for example, Clairmont Primary, illustrates the strong commitment to work in partnership with local primary schools for the benefit of the older children. Also on display in the classroom is an array of school uniforms from all the feeder schools for children to try on with a selection of book bags to use. Numerous photographs of their reception class teachers and of their new classrooms are prominently displayed for children to frequently refer to. This ensures every child receives a very smooth transition and they are helped to feel totally at ease. Parents are particularly impressed with these recent introductions to assist their children, and they have taken away lots of information and photographs of the schools to ensure they are well-informed. Partnerships with parents are good overall. Parents are happy with their children's progress and the service the setting provides. They are able to give feedback through regular parents' evenings and questionnaires. Staff from the very beginning value all children and liaise with parents about children's specific needs and their individual starting points in their learning. However, parents do not fully contribute to the ongoing observations of their children's learning, to fully support staff in planning for the next stages in children's development.

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

Children are happy and settle quickly, as they develop a strong sense of belonging within a welcoming and extremely well-resourced nursery. For example, toddlers know where their own coats and bags should go, as they place them below a recognisable picture. Staff are secure in their understanding of the Early Years Foundation Stage framework, and carefully weave this into children's activities and in the form of sensitive questioning to promote children's thinking. As a result, children make good progress in their learning and development. Staff undertake regular observations of children's learning and use this information to plan for each child's learning and development. Systems are in place to assess children's progress, although assessment is not carried out frequently enough to fully monitor children's progress towards the early learning goals. Staff quickly identify children's differing learning styles and follow their individual interests, as they plan a varied range of activities that excite and challenge them. Children with disabilities are well supported in their learning and staff work highly effectively with outside agencies to meet their individual needs.

A strong emphasis is placed upon supporting children's language and communication skills. Simple baby sign is used effectively with very young children and is supported by other staff, as children move into the toddler groupings. Linguistic diversity is also valued, as families who speak English as an additional language are encouraged to share basic words in a child's home language. Mark-making is promoted well throughout the setting, as children make good use of their 'writing to go' boxes, full of assorted writing materials to promote literacy skills.

Children love to be active in their learning. Outdoors, children learn about the wider world and how to care for their environment. They take part in the 'Gardening Club' and tend to the vegetable pots, as they learn where some foods come from. Counting the bean pods or estimating the height of the plants, extends children's understanding of early mathematical skills. Children turn on the taps from the water barrel, having collected rainwater and fill up their watering cans to water their plants. Access to a range of different gardening tools, such as rakes and trowels helps children to usefully gather fallen soil, as they tidy the area together.

Children are cared for in a clean and well maintained environment, where a strong emphasis is placed upon children's health and well-being. Positive messages are carefully woven into activities by staff to promote healthy lifestyles. Physical play outdoors, enables children to race around and pre-school children develop balance and coordination in negotiating a simple obstacle course safely. Indoors, children enjoy basic yoga and baby massage as a means of developing physical strength and improving control over their own bodies. Healthy food options are encouraged, as children make choices from a broad range of freshly prepared meals and snacks. Staff promote the importance of breakfast as the first meal of the day and are creative in introducing different foods in meaningful ways to children. For

example, a weekly breakfast club for pre-school children, provides food tastings of breakfast foods from across the world, such as croissants from France.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
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	1
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	2
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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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