

Kidsunlimited Nurseries – Crewe

Inspection report for early years provision

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Inspector Rachel Ruth Britten

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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*.

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Description of the setting

Kidsunlimited Nurseries – Crewe was registered in 2003. The setting is part of Kidsunlimited Limited, a privately owned chain. It operates from a purpose-built, fully accessible building situated in one of Crewe's business parks on the south eastern side of the town. Children are cared for within five rooms located on two floors. There are secure areas available for outdoor play. A maximum of 132 children aged in the early years age group may attend the setting at any one time. The setting is registered on the Early Year Register and is open five days a week from 7.30am to 6pm all year round. Children attend from the local community and surrounding areas.

There are currently 84 children on roll aged from three months to five years old. All of these are within the Early Years Foundation Stage. The setting receives funding for nursery education. It supports some children with special educational needs and/or disabilities and children who speak English as an additional language.

The setting employs 22 members of staff, including the manager. Of the staff, 16 are qualified at level 3 in early years and three staff are qualified at level 2. In addition, the setting employs a cook, an administrator and a housekeeper. The setting receives support from the local authority early years advisory team and internal support from their human resources and early years teams.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All children are making good progress in their learning and development, and their individual care needs are met well. Significant improvements have been made, driven by very effective leadership and management, which has organised and inspired commitment at all levels. Overall, children are now well safeguarded and receive good quality care and education. Their opportunities to adopt healthy lifestyles are now outstanding. Consultation and action planning alongside parents and other involved professionals have also secured improved partnerships with schools and other settings that children attend.

What steps need to be taken to improve provision further?

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

- ensure that details are obtained of who has legal contact and parental responsibility for each child
- ensure that the daily record of children's hours of attendance is accurate and up to date at all times in case of emergency or dispute
- continue to develop regular and useful observations, periodic summative assessments and charting of the next steps that are being achieved.

The effectiveness of leadership and management of the early years provision

Children are well safeguarded because policies and procedures are better understood and implemented consistently in all areas of the setting. A programme of specific training has been undertaken so that all staff are now confident about what to do if they are concerned a child is being abused or if they are concerned about other adults' practice. Displayed information about safeguarding is clear and reassuring. All staff are vetted and have regular opportunities for one-to-one sessions, for training appropriate to their needs and to declare their ongoing suitability. Risk assessments and daily checks for the nursery and all outings are working well to assure good standards of hygiene and safety, although one child was not registered in the pre-school attendance sheet on the day of inspection. Accident records are evaluated and changes made to the environment if appropriate. Staff are taking much more responsibility and pride in their setting, especially now that so much new furniture, equipment and resources are in place for children to use. Home rooms are inviting and stimulating, with laminated photographs and prompts showing children in action and providing further ideas for play and discovery. All child details forms have been updated to include required and good practice parental consents, although a new form which clearly ascertains who has legal parental responsibility for children is not yet in use. Parental comments and issues have been logged and resolved internally to the satisfaction of all parties and there have been no complaints made to Ofsted since the last inspection. Notifications to Ofsted have been made as appropriate.

All staff have access to the Ofsted self-evaluation form and a post-inspection action plan, so that there is a team approach to the consistent implementation of change. Staff morale is greatly improved as a result and all children are benefiting from consistent key workers, room leaders and supernumerary managers, who regularly tour the nursery. Regular staff training using video footage of practice and quizzes between home rooms indicates greatly increased confidence and enthusiasm about good practice throughout. Rotas enable staff to spend more time with their key children and a free flow of indoor and outdoor play is proving to be highly beneficial to all. The learning journey files are better used with parents' contributions to starting points, room moves and key worker changes. However, periodic summative assessments are not being used and it is sometimes hard to see if children's planned next steps have actually been provided for or accomplished. Nevertheless, parents regularly contribute information about their child's home experiences, which is displayed. These areas of interest are being incorporated into flexible play plans, designed to enable children to learn through their current interests. Individual care plans are regularly updated and used well to ensure that specific health, behaviour or educational needs are known and individually provided for consistently. Links with school Reception class teachers and setting that children also attend have been initiated through letters, and some have begun. Parents are invited to monthly update sessions detailing how the action plan for improvements is being implemented. Additional planned improvements include free-flow access to the outdoors for the pre-school, a high quality pre-school leader and staff training in provision for problem-solving and literacy skills.

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

Children are happy and settled in the setting and enjoy their play and activities. Their opportunities to be healthy are outstanding. They are thriving on the fresh air and active play outside, choosing to discover and experiment with water and domestic role play equipment, and to dig, plant, climb and make marks. An inviting range of resources, which can be used in a variety of ways, is stored near the pre-school playground, including compost, cones and paper. Children are taking increasing responsibility for planning their own play. They are learning how to dress for all weathers, putting on waterproofs or sun cream and hats, and are able to make use of the outdoor tissue dispensers and bins to keep their own noses and hands clean. Children appreciate the changing seasons, growing things and learning about the birds feeding and nesting around the nursery. They look for mini-beasts in the earth and make dens, and are learning to share the ride-on equipment, taking one another for a ride in the trailer. They sweep out the sand from the play house and enjoy helping to prepare the snacks outside. They greatly enjoy taking their own photographs, using them to inspire their play and remember their activities.

Staff notice what children enjoy and choose to play with and incorporate this and information about home activities into their own planning. Every child has opportunities to be the leader and helper, taking part in pouring their drinks, laying tables and working out what everyone needs. This is having a beneficial impact on behaviour as children are included and challenged throughout daily routines, enabling them to increasingly share tools and wait for adult help. Children experience consistent care from their key worker and room staff, giving them greater emotional security and a sense of belonging. The environment is set out to provide access to all the resources covering each area of learning. For example, children can access a wealth of mark-making and creative resources, books, musical instruments, puzzles, dolls and small world toys, many of which show positive images of diverse cultures and abilities. Babies and toddlers, too, are able to spend extended time outside because there are tents, floor coverings and cushions for them to be positioned on. Parent liaison, specialist advice and care plans support the management of particular health and development needs, although specific equipment is not always effectively shared between the home and the setting. Baby sign language is used well to help children communicate and reduce their frustration when speech is still in the early stages of development.

Labelling, self-registration cards, photographs, mood cards and mark-making resources are used well to help children settle quickly, and a warm welcome and hugs are given by staff. Walking trips to the local shop, do-it-yourself store, ponds and visiting library also provide opportunities for children to develop social skills and more understanding of their local community and the natural and manufactured world around them. Staff are incorporating problem-solving and literacy skills throughout the routines of the day to enhance children's skills for the future. They provide and use different media, such as sand, chalks, paint and water, as well as persona dolls, story props and treasure baskets to promote

communication, social skills, imagination and creativity. Strategies, such as using picture and name tags and asking children to work out what they need, include children and develop their confidence in solving problems. Similarly, allowing them to use the cameras and discuss what they would like to do each day develop their social competence, skills and understanding.

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	1
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	1
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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