



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 305347

DfES Number: 530300

INSPECTION DETAILS

Inspection Date 04/12/2003
Inspector Name Sue Anslow

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Kidsunlimited Nurseries
Setting Address Summerfield Nursery
Dean Row
Wilmslow
Cheshire
SK9 2TA

REGISTERED PROVIDER DETAILS

Name Kidsunlimited (2102771)(04210086)

ORGANISATION DETAILS

Name Kidsunlimited
Address Westhead
10 West Street
Alderley Edge
Cheshire
SK9 7EG

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Kidsunlimited Summerfield Day Nursery opened in 1998. It operates from a large two storey building on the outskirts of Wilmslow. It serves the local area.

There are currently 160 children from birth to five years on roll. This includes 19 funded 3 year olds and no funded 4 year olds. Children can attend for a variety of sessions. The setting can support children with special needs or who speak English as an additional language, although there are none on roll at present.

The nursery opens six days a week all year round. Sessions are from 07:00 until 19:00.

Thirty nine part time and full time staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. Six staff are currently working towards a recognised child care qualification. The setting receives support from a teacher from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Kidsunlimited at Summerfield provides satisfactory care for children.

An experienced management team and good policies and procedures are in place with good records being kept, however the organisation in relation to staffing and registration needs to be improved. The environment is practical with plenty of outside play space and there is a good supply of toys, equipment and furniture for all age groups.

Health and safety practices are generally good, and most staff are skilled at meeting children's individual needs. Knowledge of child protection procedures, the support of children with special needs and the provision of equality for all children is promoted.

Children are provided with a range of activities both indoors and outside which promote all areas of development. Further knowledge and understanding of play and learning would improve teaching and experiences in the preschool room. The

children's behaviour was generally good in all areas except the pre-school room.

Partnership with parents is given priority. Parents are made welcome and may visit at any time. Information is exchanged both verbally and in writing and parents evenings are arranged throughout the year to give an insight into nursery life and share children's progress.

What has improved since the last inspection?

At the last inspection actions in relation to safety were raised, the sandpit cover needed to be made safe and water was collecting around the borders of the playground. The sandpit has been re-made and fenced off, drainage to the playground has been improved ensuring the children's safety and hygiene when playing outside. The labelling of decanted substances was required, but remains outstanding at this inspection.

The complaints policy did not include Ofsted's details. These are now displayed on the parents notice board, ensuring parents are able to contact the regulator should this be required.

They were asked to ensure the feeding arrangements for children under two was in accordance with the child's needs and that the temperature of food was tested hygienically. Temperature charts are now kept of all cooked foods and staff cool meals hygienically before serving. Staff consult with parents regarding the routines and feeding arrangements to be sure these meet individual needs.

Books were asked to be made available in dual languages, these have been purchased giving children further resources reflecting diversity.

The nursery were also asked to ensure arrangements were in place to cover staff absences. Supernumary staff are now employed to cover absences and staff shifts usually reflect needs in rooms, although on occasion this remains an area for attention.

What is being done well?

- The range of equipment and resources throughout the nursery is good. Each room has toys, equipment and furniture suitable for the age group being catered for. There are soft furnishings in the under two's rooms, for relaxation and comfort, and natural play materials, as well as manufactured items, are used well throughout the nursery.
- Health and hygiene practices are maintained as required. Over half the staff team have a current first aid certificate and twelve staff have done food hygiene training. Accidents and medication is recorded satisfactorily and parental permission and signatures are obtained.
- Equal opportunities and special needs are given good attention throughout the nursery. Children's individual requirements are met, staff have completed training and work in partnership with parents and other outside agencies for

the support of the child and there is a wide range of resources to help children learn about the wider world.

- Partnership with parents is good. Information is exchanged every day and written newsletters and notices keep parents informed about their child's progress and life in the nursery in general. Parents may visit the nursery at any time or make an appointment to speak to a member of staff in private.

What needs to be improved?

- the management of the older children's behaviour and the reduction in noise level in the preschool room, to ensure children have the opportunity to concentrate and listen.
- the recording of children's daily attendance and the maintenance of correct staff ratio's at all times.
- the knowledge and understanding of play and learning experiences, particularly for staff working with preschool children.
- the general safety of the children with regard to the storage and the decanting of cleaning materials.

Outcome of the inspection

Satisfactory

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person must take the following actions by the date shown

Std	Action	Date
11	ensure staff are able to manage a wide range of children's behaviour appropriately	04/01/2004

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	ensure all children are recorded in daily register and that correct staff to

	child ratios are maintained throughout the day
3	ensure staff working with preschool children provide appropriate play and learning experiences.
4	take steps to minimise peripheral noise level in preschool room
6	minimise trip hazards and keep all cleaning materials in correctly labelled containers out of reach of children

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

The provision of funded nursery education at Kids Unlimited Summerfield Day Nursery is acceptable, but has some significant areas for improvement. Children's progress towards the early learning goals in personal, social and emotional development, communication, language and literacy, mathematical development, and physical development, is limited by some significant weaknesses in the provision. There is generally good progress being made in knowledge and understanding of the world and creative development.

There are significant weaknesses in the quality of teaching. The senior staff are involved in the planning and assessment programme, however other staff were uncertain on how these linked into the early learning goals and the purpose of the planned activity. The lack of overall structure and supervision within the session creates a lack of challenge for the children, resulting in some poor behaviour. Staff are not always engaged in the children's activities, their level of support and intervention is limited. Staffs understanding of the assessment system is limited.

The leadership and management of the group has significant weaknesses. The management intend to become more involved in the organisation of the setting. Management and staff have a commitment to on-going improvement of the care and education of the children, but at the present time the setting do not monitor or evaluate the provision. Staff do not evaluate the planning therefore appropriate activities, challenges and the daily routine for children are lacking.

The partnership with parents is generally good. They have good information on the aims; objectives and the education provision, linking to the early learning goals and foundation stage. They are invited to parents evenings and moving up evenings. Children take home books from the, shared book scheme. However, parents are not encouraged to share what they know about their child.

What is being done well?

- Children show some level of independence as they select resources and are starting to form relationships with each other.
- There are some good examples of the children using their imagination and language skills during role play activities.
- Children confidently count and use some mathematical language.
- The opportunities for children to take part in a variety of festivals and celebrations.

What needs to be improved?

- the structure of the session to ensure that children's attention is captured and as a result behaviour is good.
- the provision of good quality books, how they are displayed, and to encourage children to use language for thinking.
- opportunities for children to develop an understanding of addition and subtraction through practical activities and discussion.
- display useful wall charts at children's level to enable them to freely view and further their interest.
- the planning of the programme to ensure children have the opportunity to develop their balancing and climbing skills
- the organising of the daily routines and grouping of children, the quality of supervision and deployment of staff, and the improvement of staff involvement in children's activities to sustain children's interest, and to engage them in purposeful activities and appropriate challenges..
- the development of plans which show how the six areas of learning match the stepping stones, the purpose of each activity and what children are expected to learn. These plans should be monitored and evaluated to ensure they are meeting the needs of all children.
- the use of assessments to record children's progress and achievements. These should be used to inform future planning of children's individual needs.
- encourage parents to share what they know about their child, to enable the setting to further develop the children's learning
- the management ensure that regular monitoring and evaluation on the effectiveness of the setting to improve the care and education for all children
- develop staff's understanding of the early learning goals.

What has improved since the last inspection?

Progress in relation to the four key issues made at the last inspection in 1999 is poor.

The first key issue asked the setting to provide more opportunities within the programme for the children to take part in practical mathematics activities, to enable them to develop an awareness of number operations, such as, subtraction and addition. There is little evidence that children have opportunities to use number operation. This will therefore, be taken through as a key issue as a result of this inspection.

The setting was also asked to use equipment more effectively, within the planned programme, to ensure that the children are given adequate opportunities to develop their climbing and balancing skills. There was little improvement in the planning detailing how this was to be achieved. This will be carried forward as a key issue following this inspection.

The third key issue asked the setting to ensure that planning included information on how the children should be grouped, how staff should be deployed and what the children are intended to learn from an activity. The current planning programme has not addressed these issues. This will be made a key issue following this inspection.

The final key issue asked the setting to make frequent assessments of the children's achievements and progress, record these in a manageable way and review regularly to ensure that future planning meets the needs of children within the group. The setting have developed a system for assessing and recording, however, these are not reviewed regularly or used for future planning for children within the group. This will be made a key issue following this inspection.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Significant Weaknesses

Most children are polite and well mannered, they are developing a level of independence as they carry out personal tasks. Some children are confident in selecting their own resources and work independently, are interested in their chosen activity, concentrating well to achieve their goal. The lack of structure, supervision and variation of activities throughout the session results in the children becoming disinterested and on occasions disruptive.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Significant Weaknesses

Some children are confident and others are beginning to develop their confidence when speaking in front of others within the group. There are opportunities for some children to freely write. There is some evidence of children linking the sound of letters and the children recognising their own name. The children have access to various book areas, however some books are old and not displayed well. Staff do not engage the children in conversation to develop their language skills

MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

Children can count to ten and beyond, with some confident in counting to ten in French. Some children are able to recognise number's with others needing assistance. Children think about concepts as they sort, match and sequence and use language such as big and little when comparing. There are missed opportunities to extend children's thinking and language through discussion and to develop their understanding of addition and subtraction through everyday practical activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children have opportunities to explore and investigate through planned activities, such as planting seeds and bulbs. They have access to a range of construction equipment and technological toys, being able to build three-dimensional models. They have access to a computer and would benefit from more supervision when using this equipment. Children discuss people and countries around the world, however wall displays are placed out of children's eye level.

PHYSICAL DEVELOPMENT

Judgement: Significant Weaknesses

Most children move confidently and safely indoors, however when playing outside there are some who are less controlled and bump into others. They are aware of the importance of staying healthy through planned body awareness activities. Most children use small and large tools and equipment with skill and confidence. The long free play element of the session results in the children becoming over boisterous with little opportunity for climbing and balancing.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children use their imagination well, as they play together in the home corner, using the equipment provided, to so shopping to the supermarket, dust and clean. However staff disrupt this play instead of further developing it. Music is played during the session, and the children have access to musical instruments. Along with staff children make party hats for Christmas. Some of the children's art and craft work is displayed on walls.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable but has some significant areas for improvement. Children progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- organise the session and staff involvement with the children, to ensure the children are grouped appropriately, and they are engaged in purposeful activities and challenges to extend their learning and behaviour.
- provide more opportunities within the planned programme for the children to develop an awareness of number operations, such as subtraction and addition, develop their balancing and climbing skills, and have access to good quality reading books.
- develop the plans showing how activities match the stepping stones and what the children are expected to learn from these. Plans and activities should be monitored and evaluated to ensure that they are meeting the objectives and the needs of all children.
- further develop the use of the assessment records, ensuring they are completed on a regular basis showing children's achievements and progress. These should be used to inform future planning of children's individual needs. Encourage parents to share information about their children's abilities.
- ensure management regularly monitor, evaluate and develop staff's understanding of the early learning goals to enhance the effectiveness of the setting to improve the care and education for all children.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.