



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 221597

DfES Number: 520760

INSPECTION DETAILS

Inspection Date 16/09/2003
Inspector Name Jean Goodrick

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Kidsunlimited Nurseries (Bunnybrookes Nursery)
Setting Address Addenbrookes Hospital
Hills Road
Cambridge
Cambridgeshire
CB2 2QB

REGISTERED PROVIDER DETAILS

Name Kidsunlimited Nurseries (Bunnybrookes)

ORGANISATION DETAILS

Name Kidsunlimited Nurseries (Bunnybrookes)
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

Bunnybrookes Nursery is part of the Kidsunlimited national organisation. The nursery opened in 1990. It operates from the top floor of the Frank Lee Centre at Addenbrooke's Hospital and provides daycare for the children of staff at the hospital.

There are currently one hundred and twenty-three children on roll. This includes twenty-three funded three- year-olds. Children attend for a variety of sessions. The nursery supports children who speak English as an additional language.

The nursery opens five days a week all year round. Sessions are from 07:00 until 13:00 and from 13:00 until 18:00.

Thirty one full and part time staff work with the children. Fourteen staff have early years qualifications to NVQ level 2 or 3. Fifteen staff are currently working towards a recognised early years qualification. Staff regularly attend training days and workshops.

How good is the Day Care?

Bunnybrookes Nursery provides good quality care for children.

Staff have relevant experience and are attending, or will be attending, training for early years qualifications. There is a comprehensive framework of policies and procedures to ensure that the nursery is well organised. Staff follow hygiene procedures conscientiously and are alert to potential hazards in the nursery and in the outdoor play area. Children are generally well cared for and have a safe environment.

Staff have warm caring relationships with the children who are relaxed and confident and involved in a wide range of activities. The activities include a balance of quiet time, outside play and a choice of activities in the nursery. Mealtimes are pleasant social occasions and fresh, nutritious food is provided. Staff are attentive to the children's needs and gently soothe them to sleep. The nursery is decorated

attractively with photos, children's work and posters which reflect a diverse society.

Partnership with parents is good. Staff keep up to date records about the children and exchange information with parents on a daily basis. There is a notice board at the entrance to the nursery explaining the nursery's policies.

What has improved since the last inspection?

At the last inspection it was agreed that child protection procedures should be improved and that an adequate temperature should be maintained in the nursery. Child protection procedures have been updated. However, three rooms do not yet have a working air conditioning unit to ensure a comfortable temperature for children and staff.

What is being done well?

- Staff are kind and caring to the children. They form good relationships and know the children as individuals with individual needs.
- Meal times are pleasant social occasions where children can learn social skills. The food is freshly cooked, balanced and nutritious.
- The outdoor play area is well used so that children have plenty of physical activity and can let off steam.
- Staff provide a welcoming environment so that parents feel confident in coming into the nursery and in sharing information
- Staff follow hygiene and safety procedures conscientiously so that children's welfare is a priority

What needs to be improved?

- knowledge and understanding of how children learn and how to encourage their natural curiosity;
- systems to ensure that essential equipment is repaired or replaced speedily e.g. air conditioning;
- equal opportunities training so that staff understand how to integrate policy into practice and how to work with special needs and disabilities;
- the outdoor play area so that there is a suitable surface for wheeled toys.

Outcome of the inspection

Good

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

Std	Recommendation
3	improve staff time spent listening to children, asking questions to make them think, and encouraging them to explore and investigate
4	ensure rooms are maintained at a comfortable temperature for children and staff
4	improve outdoor play area with areas suitable for wheeled toys.
9	ensure that children's ethnic origins and languages are acknowledged and valued and improve knowledge and understanding of special needs and disabilities

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

How effective is the nursery education?

Bunnybrookes Day Nursery offers provision which is acceptable and of good quality and children are making generally good progress towards the early learning goals. However, teaching has some significant weaknesses. Staff have a secure knowledge of the Foundation Curriculum, and formulate good activity plans based upon this knowledge, but they do not always support these activities to make sure the children are learning effectively. Staff have established good relationships with children; they provide good role models and children behave well. However, staff do not show a sound awareness of how children learn, and as a result some learning experiences are not appropriate to the children's age and stage of development.

A thorough assessment system is in place, and daily anecdotal notes help staff to build up a good picture of each child's development and learning. However, this is not used effectively to plan the next steps for children's learning. There is a system in place to support any children with special education needs.

Leadership and management are generally good. The manager monitors the planning and child observations to make sure that they are appropriate, and regularly monitors staff practice. She encourages staff to attend further training to improve their practice and to meet the needs of the nursery. However, her monitoring does not specifically look at children's learning, and therefore some weaknesses have not been identified. The Head Office has a support team in place to evaluate and review the effectiveness of the educational provision, but visits from external advisers have recently not been regular enough to be effective.

The partnership with parents is generally good. Parents are well informed about the nursery and about the curriculum, through good information packs and a good use of noticeboards. However, there are less formal opportunities for parents to share what they know about their child's progress.

What is being done well?

- The nursery provides many planned and well-supported opportunities for children to develop their physical skills, and the good use of the well-equipped outside play area enables children to learn to move with control and co-ordination, confidently and safely. As a result, children's physical development is very good.
- Children's spoken language is developing well; they are articulate and confident to speak in a group and with each other.
- Staff have formed good relationships with the children. Children are confident to express their thoughts and feelings to staff, who respond with respect so that children are developing self-confidence and self-esteem.

- Staff provide lots of creative and messy play activities for children, so that they are learning to respond in a variety of ways to what they see, touch, taste, smell and feel.
- Staff produce good comprehensive plans based upon the early learning goals, detailing what children should be learning from each activity.

What needs to be improved?

- teaching, to include planning for staff deployment at activities so that children are provided with appropriate support, and to ensure that activities and teaching methods are appropriate to the age and stage of development of the children;
- opportunities for children's learning in mathematics, to include planned and spontaneous opportunities for children to develop mathematical concepts such as counting, calculating, comparing, and using shapes;
- opportunities for children to practice mark-making in a range of play situations;
- resourcing, to ensure that what is provided is of good quality and complete, so that children are excited and stimulated and are able to benefit from the planned learning intention.

What has improved since the last inspection?

The nursery has made generally good progress towards addressing the points for consideration raised at the last inspection. The activity plans now clearly state what the children should be learning from each activity, and free play sessions are now fully planned for with the learning intentions included. However, a lack of staff support at some activities means that children do not always benefit fully from these activities.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children form good relations with staff and with each other. They talk freely with staff, and staff respond with respect so that children are becoming self-confident and their self-esteem is promoted well. Children work well as a group, sharing and taking turns, and they are learning to become independent through the good organisation of the daily routine. However, they are not always excited or stimulated by some of the activities due to the quality of some of the resources.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children's spoken language is developing well. They are articulate with staff and with each other, and use language imaginatively in the home corner. They are learning to enjoy books through shared reading times with staff. They are learning to hold a pencil correctly, and to form recognisable letters through daily planned activities, but do not have sufficient opportunities to practice mark-making in play situations.

MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

Children are learning to recognise and to write numerals, and are beginning to count to 10 and beyond through group counting during circle time. However, they are not learning about number or shape through everyday activities, and there are insufficient planned and supported opportunities for children to develop an understanding of mathematical concepts such as calculating, comparing, and using shapes.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are particularly proficient at using the computer, and enjoy using the good range of programmes available. They are able to build and construct using a wide range of resources. Children enjoy talking about their environment, their family, and significant events in their lives during their weekly news times and in everyday conversations with staff.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children enjoy many good opportunities to develop their physical skills with large and small apparatus, for example when participating in Soccer tots and yoga. They learn about their bodies and about healthy living through good planned topics. Children's co-ordination is developing well, and they have many opportunities to manipulate different materials during messy play sessions.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children are learning to explore colour, texture and form in their artwork, and there are good opportunities for them to experiment with what they see, touch, smell, taste and feel, through the good range of messy play activities and through regular cookery times.

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

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- include staff deployment within the planning, so that staff support each activity appropriately and children are able to benefit from the planned learning intention;
- improve staff's knowledge of how children learn, so that activities and teaching methods are appropriate to the age and stage of development of the children;
- increase staff's knowledge of how to use everyday activities and routines to help children develop their understanding of mathematical concepts through practical problem solving.

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.