



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 134020

DfES Number: 521787

### INSPECTION DETAILS

Inspection Date 09/11/2004  
Inspector Name Clare Moore

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Kidsunlimited Nurseries, Bradmore Road Nursery  
Setting Address 4c Bradmore Road  
Oxford  
Oxfordshire  
OX2 6QW

### REGISTERED PROVIDER DETAILS

Name Kidsunlimited

### ORGANISATION DETAILS

Name Kidsunlimited  
Address Kids of Wilmslow Ltd  
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 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

Bradmore Road Nursery opened in 1994. The nursery is a purpose built unit comprising four home bases with a central "play street" area. It serves the local area. It forms part of the Kidsunlimited group and operates in collaboration with Oxford University to provide day care services to the employees and students of the University. It is privately owned and managed.

There are currently 62 children from three months to five years of age on roll. This includes nine funded 3-year-olds and six funded 4-year-olds. Children attend for a variety of sessions. The nursery welcomes children who have special needs and who speak English as an additional language.

The nursery opens five days a week all year round from 08:00 to 18:00.

There are 13 full-time and three part-time staff who work with the children. There are 11 staff have early years qualifications to NVQ level 2 or 3. One member of staff is currently working towards a recognised early years qualification. The setting receives support from a teacher from the Early Years Development and Childcare Partnership.

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

### How effective is the nursery education?

Bradmore Road Nursery provides nursery education which is of high quality Children are making very good progress towards the early learning goals.

The quality of teaching is very good. All staff are involved in planning a balanced curriculum of activities that stimulates learning across the six areas. Daily plans are clear and staff are knowledgeable so they make good use of the opportunities presented. An effective key worker system ensures that staff have good knowledge of individual children. They record some of the children's achievements, and use the stepping stones to target areas for development. Staff liaise with other professionals to develop practice and include children with special educational needs. They use skilled teaching methods, ask questions and make suggestions that promote learning. They engage children in conversation, develop language skills and include counting in many activities. They help all children to enjoy books and stories. They use praise and encouragement to build children's confidence and help children to develop independence. They provide a balanced range of adult led activities and opportunities for children to initiate their own activities.

The leadership and management are very good. The manager and room supervisor provide clear leadership to the staff team who work well together. They monitor provision and are working on consistency following a period of changes . A system of staff appraisal identifies training needs and staff are supported in updating their skills and knowledge.

The partnership with parents is very good. Parents are made welcome in the nursery and many are involved in the parent nursery association to fund raise, manage a budget and support events. They receive information about the nursery, activities and about their children's progress.

### What is being done well?

- Staff's clear understanding of the early learning goals leads to well planned activities, frequent opportunities for children to initiate their own activities, and consultation with children on ideas themes.
- Children enjoy frequent opportunities to use the outside area for exercise, physical challenge's and other activities. They show enthusiasm and energy as they climb and balance on the equipment.
- Staff use excellent strategies to promote good behaviour and consideration for others. They give children clear and consistent guidelines and help them understand the impact of unacceptable behaviour on others. Their calm and positive manner sets a very good example for children.
- Children enjoy looking at books and listening to lively stories in a comfortable book corner. They often choose to sit and read with friends. The selection of

books is excellent.

- Staff work well together as a team, support each other and are committed to improvement.

#### **What needs to be improved?**

- the system of recording children's development towards the early learning goals to reflect children's incidental achievement and targeting areas for future development.

#### **What has improved since the last inspection?**

Very good progress has been made since the last Inspection. The staff have introduced a number of effective measures to further improve simple addition and subtraction in mathematics and to ensure systems are in place so that children with special educational needs can be helped.

The maths area is well resourced with a variety of counting, coloured, sized and graded equipment. Children have frequent opportunities to count and compare numbers. They practise simple addition and subtraction through number rhymes and games.

A new special educational needs co-ordinator who has experience of working with children who have special educational needs has been appointed. She has attended some specialist training and is intending to take this further. The nursery has established links with advisors who can provide additional support and there is a folder of information for staff use.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children sit quietly to listen and are able to concentrate for sustained periods. They are confident in moving between activities and relate well to other children. They learn to take turns and to share and are sensitive to the needs of others. They are becoming very independent in their personal care, dressing themselves for outside play, visiting the toilet independently and washing their hands.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are becoming confident speakers and pay attention to others in group discussions. They enjoy looking at books and listening to stories in a well-equipped and comfortable reading area. They are developing an understanding of rhyme and learn to hear and say the initial sounds in words. Many can recognise their printed names and some are able to write them. They practise early writing and making marks in activities, for example in role play situations and making birthday cards.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children often work with numbers in their daily activities. Most children can count to five and some to ten. They enjoy number rhymes and learn to recognise numerals using games and puzzles. They use a variety of resources to learn about shape and colour. They develop awareness of weight and capacity through weighing cooking ingredients and length through comparing their height with each other and the sunflowers they grow.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are able to investigate, observe and talk about what they see. They explore play doh, sand, water and compost when they plant seeds. They learn about their local and wider community from visitors, celebrating festivals and local outings to shops and a park. They design and build with construction toys and with recycled materials. They use a tape and compact disc player, a computer and walkie talkie radios as an introduction to technology.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children develop physical skills with ride-on toys and climbing and balancing apparatus in the outside play area. They use small equipment to throw, catch and control, and develop fine manipulative skills with a range of tools and materials such as pencils, pencil sharpener, scissors and play dough. They learn about the importance of good hygiene practice and good food to keep healthy.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children explore colour with paint and coloured transparencies, and texture with imaginative art and craftwork which they proudly display. They join in songs and rhymes and use percussion instruments to explore sound and rhythm. They develop imagination and act out experiences in planned role-play situations and in spontaneous play, making up stories and improvising with available resources.

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

### **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of high quality. Children are making very 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**

*There are no significant weaknesses to report, but considerations should be given to improving the following:*

- There are no significant weaknesses to report, but consideration should be given to the following: develop the recording of children's development to reflect children's progress across the curriculum and identify clear targets for children's next steps in learning.

*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.*