



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 109124

DfES Number: 518699

### INSPECTION DETAILS

Inspection Date 04/05/2004  
Inspector Name Sue Stuart

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Kids Unlimited Playhouse Nursery  
Setting Address WH Smith Ltd  
Green Bridge Road  
Swindon  
Wiltshire  
SN3 3LD

### REGISTERED PROVIDER DETAILS

Name Kids unlimited 2102771

### ORGANISATION DETAILS

Name Kids unlimited  
Address 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

Kids Unlimited Playhouse Nursery opened in 1991. It operates from a purpose built self-contained building on the site of W H Smith in Swindon, Wiltshire. Most of the children who attend live in the local area.

Currently there are 61 children from three months to five years on roll. This includes 8 funded three-year-olds and 11 funded four-year-old children. Children attend for a variety of sessions. The setting supports children with special needs, and who speak English as an additional language.

The nursery is open five days a week all year round. Sessions are from 07.45 to 18.00.

One part-time staff and 14 full-time staff work with the children. Over half the staff have early years qualifications to NVQ level II or III. The setting receives support from a teacher from the Early Years Development and Childcare Partnership. Members of staff take part in both company and externally run professional development courses.

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

### How effective is the nursery education?

Kids Unlimited Playhouse Nursery is of high quality and children are making very good progress towards the early learning goals. Children are making very good progress in all six areas of learning.

Teaching is very good. The strengths are due to the commitment of staff who work well with the children and develop their independence. Staff have a clear knowledge and understanding of the early learning goals and children make very good progress in all six areas of learning. Staff offer exciting and interesting topics that link through all learning programmes, for instance early years French. They are aware of how children learn and provide a variety of purposeful practical activities, for instance exploring the properties of sand. However, children are given few opportunities to extend their independent learning through hands-on experiences. Staff provide effective challenges for all children, although there is scope for development in whole groups sessions. Children behave very well in response to the high expectations and positive support of staff. The nursery provides a good range of equipment and resources to support learning in all areas including those reflecting awareness of other cultures. The room organisation enables children to move freely around the room. The routine allows time for children to work individually with an adult, and to select their own activities. A comprehensive assessment system is in place.

Leadership and management are very good. Much of the success of the setting is due to the partnership between the management and staff. This ensures a shared understanding of good early years practice. Staff work well as a team, are keen to improve standards, and develop their own skills.

The partnership with parents and carers is very good. They receive clear information about the nursery. They are given good chances to be involved and share in their child's learning, such as a book sharing scheme, and to discuss progress and achievements.

### What is being done well?

- Children's personal, social and emotional development is very good. They are confident and able to work on their own. Behaviour is very good.
- Staff are calm and caring providing positive role-models for the children. They offer constant encouragement and praise.
- Staff's clear understanding of the early learning goals and appealing subject 'club' activities, such as cookery and gardening, engage children's interests and efforts. In particular a good range of practical creative activities ensure that children's imaginative pretend play skills are very good.

- Strong leadership of the nursery management team provides a shared ethos of good early year's practices. An effective monitoring and evaluating system ensures the educational programme is purposeful.

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

- the challenges during whole group time, in order to make them appropriate for all children
- the opportunities for children to develop independent learning through hands on experiences.

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

key issues at the last inspection were as follows:

1. Widen the range of climbing apparatus available to the four-year-olds to provide them with more challenging opportunities for their age.
2. Enhance the internal environment by clearly displaying alphabet letters and number 1-10 at child height.

Very good improvement has been made to the provision since the last inspection. The outdoor area has been redesigned to include a climbing frame suitable for older children. Children have many opportunities to use the equipment and play outside. An alphabet frieze and a number line are displayed at child height in the relevant learning area. These improvements have made a positive impact on learning.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children relate well with each other and adults, sharing their experiences and ideas together, as they engage in their chosen activities. They are interested, motivated and actively involved in their learning. Children work well on their own, they select and use equipment, such as writing materials. They demonstrate good personal independence for instance during tidy up time. Behaviour is very good, they help each other and show care and concern. Children take turns and share fairly.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident speakers and engage easily in conversations with each other and with adults, such as discussing 'The Big Box' story. They develop their reading skills choosing from a good range of books both for enjoyment and information. Children have opportunities to link sounds to letters. They recognise and write their names, forming letters correctly. They practise writing for a variety of purposes, for example, they write sentences to accompany pictures in their news books.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children learn to count and use numbers during every day activities. They recognise and use numerals 1 to 12, matching objects to numbers. They are beginning to learn about addition and subtraction through practical activities, such as singing number rhymes. They use appropriate mathematical language, for instance while organising and playing a matching game. They compare objects and solve problems, through practical hands-on activities, for example sorting and grading 'compare bears'.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children learn about the natural world and features in their environment in many ways, such as growing plants. Children show curiosity, question how and why things work, for example building mobile models. They construct and make items such as 3D Lego houses. They frequently talk about past and present events in their own lives and about the lives of others, including those of other cultures. They use ICT to support their learning, such as story tapes linked to picture books.

### **PHYSICAL DEVELOPMENT**

Judgement: Very Good

Children move with confidence and demonstrate co-ordination and awareness of space both indoors and outdoors. They have good chances to climb on apparatus and use ride on toys to develop physical control. They recognise the changes that happen when they are active, for instance from stretching during yoga. They have access to wide range of equipment to develop their skills, handling a variety of tools and materials, such as threading beads to make bracelets and mould clay to make flowers.

### **CREATIVE DEVELOPMENT**

Judgement: Very Good

Children have good practical opportunities to explore texture using a variety of materials, for example, to create flower pictures using a selection of paint effects. They join in action songs, respond to taped music, and have chances to play instruments to learn about sound. They express their ideas and imagination through a range of pretend resources, such as domestic role-play. Children have many chances to explore through their senses, for instance feeling wet and dry sand, and warm water.

**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 improving the following:
- ensure that challenges are appropriate for all children during whole group sessions
- develop the opportunities for children's independent learning through hands on experiences.

*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.*