

Kidsunlimited Nurseries - First Direct Stourton

Inspection report for early years provision

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| Unique reference number | 319379 |
| Inspection date | 08/03/2011 |
| Inspector | Jo Sharpe |
| Setting address | First Direct Stourton, 40 Wakefield Road, Leeds, West Yorkshire, LS10 3TP |
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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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

First Direct is one of a number of nurseries run by Kidsunlimited. This particular nursery provides childcare 52 weeks of the year for parents who work at First Direct in Leeds. It opened in 1994 and operates from 15 rooms split into three units in the First Direct building. A maximum of 237 children under 8 years may attend the nursery at any one time, of which no more than 101 of those being under 2 years. The nursery is open each weekday from 7am to 6.15pm. All children share access to a number of secure enclosed outdoor play areas.

There are currently 199 children aged from three months to under five years on roll; a number of these receive funding for early education. The nursery does not currently support children with special educational needs and/or disabilities.

The nursery employs 51 members of staff. Of these, 36 hold level 3 early years qualifications, seven hold level 2 early years qualifications and six are nursery assistants. There is also a qualified teacher and an early years professional working in the unit. The setting is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery provides a warm and welcoming environment for children and parents. Children make an outstanding contribution to the nursery and their ideas fully inform the activities that take place. The nursery goes to great lengths to make sure children's individual needs are met via a number of strategies. Staff have outstanding engagement with parents. Parents are kept fully informed and a wealth of information is signposted to parents. Children are happy and interact confidently with peers, staff and visitors. Managers are fully focused on improvement. They have a clear idea of the strengths and areas of development of the nursery and communicate this clearly to all staff.

What steps need to be taken to improve provision further?

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

- ensure children of every age access all areas of the curriculum in outside learning through spontaneous and explorative play
- provide and promote opportunities for children to access activities and situations throughout the day which promote purposeful mark making and opportunities to link letters and sounds.

The effectiveness of leadership and management of the early years provision

Leaders and managers have high expectations and a clear idea of the strengths and weaknesses of the nursery. All arrangements for safeguarding children are robust with good records to ensure all staff are suitably checked. Staff, visitors and parents have to meet specific requirements to gain access to the nursery which ensures children are safe at all times. All staff are well trained and take great care to implement policies and procedures effectively. The nursery has a good capacity to maintain and improve on the good standards it currently reaches. Resources throughout the nursery are well deployed. All recommendations and actions set at the previous inspection have been fully met, which has led to improvements in the nursery. This has had a positive impact on children's development and welfare. Managers communicate well to staff and all staff are dedicated and highly motivated. All staff promote equality and diversity with the needs of all children being well met. Children who require additional support are identified and staff work well with parents and outside agencies to promote good progress.

The nursery works with other agencies to help them make qualitative reflections to focus on improvements and to promote smooth transition to other providers. Parents note the benefits to their children of this partnership work. The nursery has outstanding engagement with parents and carers. Parents are fully involved in their children's development and are regularly informed, in detail, about their child's progress. Individual concerns or questions raised by parents are quickly addressed, such as, curriculum evenings being held as a direct result of parents enquiries. All parents speak extremely highly of the nursery, for example, 'it's brilliant'. They note the excellent information they receive and the good progress their children make, especially in social skills. Planning is a collaborative process with all adults and children involved to ensure the needs of the children are met. Planning is currently under review to ensure consistency across all the units in the nursery.

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

The nursery provides a highly individualised programme of stimulating activities for children of all ages. Through adult's sound knowledge and through detailed observation and planning, children make good progress especially in social and emotional skills. The nursery provides extremely comprehensive learning journeys which track children's progress in detail. Regular focused observations and input from parents allow the key worker to draw clear conclusions of children's progress so far and the next steps needed in their development. Children make an outstanding contribution to the life of the nursery. Their views are sought which directly influences what happens daily in the nursery via their responses to questions, taking part in risk assessments and stating their interests which directly shape activities.

Children benefit from the opportunity to take part in trips to museums and parks,

in outside trails and activities based around African cultures. This has further developed their knowledge of the world around them. Children confidently choose and select from a wide range of resources. Outside provision for younger children mirrors the good provision provided inside. Babies enjoy a number of activities outside, such as, using paint rollers with foam on windows, playing with balls, musical instruments, reading books and role play. Activities for babies sustain the interest of even the very youngest children. Staff interact well with children and children are comfortable with all staff such as when they are cuddled to comfort them when falling asleep or waking from a sleep.

Children enjoy interacting with adults and do so with confidence, seeking their company to help them if needed. Older children are offered focused activities with the qualified teacher which promotes their progress towards the early learning goals based on highly individual needs. Examples can be seen, such as, children taking part in focused activities to support them in mark making and linking letters and sounds based securely on observations. However, there are limited opportunities during the day for children to spontaneously access mark making and linking letters and sounds activities. Staff do not always consistently encourage these opportunities when the occasion is available. There are opportunities for children to access information and communication technology via personal computers, cameras, CD players and battery operated toys. Outside play for older children encompasses the woodland area on occasions and a wide range of activities, such as, painting feet and role play. However, activities do not always sustain the interest of the older children for any length of time, and outside play does not consistently encompass all areas of the curriculum. Children are well behaved at all times and they all play harmoniously together. The nursery celebrates a number of different cultural events, such as, Thanksgiving and Diwali by having parties, trying different foods and making related items to the events. The nursery has in the past provided support for children with specific needs and worked with parents and outside agencies to meet those needs, although this is currently not required.

Children are encouraged to become independent via a number of very successful strategies, such as, self-registration, mopping up spilt water and clearing their own dinner plates. Children are gently encouraged to eat a range of foods. Water and fruit are available to keep them healthy and to help them be more knowledgeable of healthy lifestyles. Children are very aware of how to keep themselves and others safe by walking and not running, and accessing paper towel roll themselves to mop up any spills.

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

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| 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

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| The effectiveness of leadership and management of the Early Years Foundation Stage | 2 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| 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 | 1 |

The quality of the provision in the Early Years Foundation Stage

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| The quality of the provision in the Early Years Foundation Stage | 2 |
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Outcomes for children in the Early Years Foundation Stage

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| 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 | 2 |
| The extent to which children make a positive contribution | 1 |
| The extent to which children develop skills for the future | 2 |

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met