

# Kidsunlimited Nurseries - Chineham Park

Inspection report for early years provision

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<b>Type of setting</b>	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

Kidsunlimited Nurseries - Chineham Park is one of 57 nurseries run by the Kidsunlimited company. The nursery opened in 2002 and operates from a purpose-built building. Children are cared for in 10 age-related base rooms. All children share access to secure, enclosed and adjoining outdoor play areas. The nursery is situated on Chineham Business Park on the outskirts of Basingstoke, Hampshire. Children come from a wide geographical area.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 149 children may attend the nursery at any one time. The nursery is open each weekday from 7:30am to 6:00pm for 52 weeks of the year. There are currently 156 children aged from 3 months to under 5 years on roll. Children aged three and four years receive funding for free early education. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language.

The nursery employs 30 staff; of these 27 hold appropriate early years qualifications. The manager has a level 5 qualification and three of the staff are developing their qualifications with further training.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are confident and settle well within the nursery as staff are caring, interested and attentive. The nursery is generally well organised and resourced to ensure children make good progress across all areas of learning. The new manager and deputy work very well together and support a staff team who follow mostly good procedures to ensure children's welfare and learning needs are met. Staff have the support of the company early year's manager and together reflect on all aspects of practice to continually improve the nursery. Good partnerships with parents and a full range of policies and documentation promote inclusive practice and consistency in children's care.

## What steps need to be taken to improve provision further?

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

- improve knowledge and understanding of some staff for observing and assessing children's progress in order to implement the new system effectively to develop a consistent approach
- improve daily monitoring procedures in order that nursery procedures are consistently followed in respect of hygiene and lunch time routines

- plan the environment to take account children's background, home language and culture to help all children gain an understanding of diversity and enable children to use their home language in their play

## **The effectiveness of leadership and management of the early years provision**

Children stay safe as they are cared for in a well-organised secure nursery environment. The purpose built premises, with age-related base rooms, provide children with a good range of suitable age-appropriate toys and equipment. The manager completes regular risk assessments and systematic daily checking procedures mean staff take positive steps to minimise hazards. Children show they feel secure as they readily explore the toys and play areas. They learn to take safe risks using equipment, such as when they climb up three steps and jump off the top in play street, as they develop in confidence. They form close relationships with staff who provide good care and support. Children stay safe as there are good security and collection systems in place and all areas of the nursery both inside and out are secure. Staff are confident in their roles and responsibility in safeguarding children. They are made aware of the effective nursery practices through a thorough three day induction procedure. Robust vetting processes ensure staff are suitable to care for children and a list is kept of the date and reference numbers of the criminal record bureau disclosures. There is a clear safeguarding and complaints policy that is shared with staff and parents so all are aware of their responsibilities and who to contact should there be any concerns.

The newly appointed manager and deputy are enthusiastic and present a very professional approach. They form a strong effective partnership and show a good capacity to improve the quality of the provision through their observation and reflective practices. The clear action plan for continuous improvement details how and when they intend to improve the nursery and outcomes for children. For example, they have identified the need to improve planning and observations and make cosy areas within each base room. Staff contribute their ideas at staff meetings and identify areas for improvement within their base rooms. Parents provide feedback through regular questionnaires and daily discussions. The company early years manager offers good support to the nursery through frequent company audits and feedback which helps drive up quality.

Children enjoy their play as the nursery is mainly well-resourced with a broad range of generally good quality equipment both inside and out. This includes wooden toys and furniture, treasure baskets and access to natural materials. Staff are well deployed and have a good awareness of their roles and responsibilities. They plan the daily routines well so children's needs for food, sleep and physical play are promoted in a calm unhurried manner with a good balance of adult-led and child-initiated play.

Partnerships within the nursery are effective. Relationships with parents are open and friendly and they are warmly welcomed as they drop off the children. Staff are supportive and welcoming and children's individual needs are fully discussed at initial meetings and on a daily basis so there is consistency in their care. However,

some staff are not fully aware of the home languages of all the children in their base room so they do not plan effectively to take account of their languages in play. Parents are positive in their comments about the nursery. They feel staff are friendly and caring and they take time to talk to them about the children. They like the fundraising social occasions where they meet other parents at the Monster Ball, for example. The nursery provides parents with a good range of useful information through the prospectus, newsletters and notice boards. Staff form effective partnerships working closely with outside agencies, such as Portage, to support children with special educational needs or disabilities. All required documentation and consents are in place to support all areas of practice and to ensure children welfare is very well promoted and parents' wishes followed. Consequently, overall the provision at the nursery is inclusive and children's individual needs are generally effectively met so all children make good progress in their development.

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

Children make good progress in their development as the nursery is well organised and there is a wide range of resources that are freely accessible to the children in age-related base rooms. Children are secure and relaxed as they receive good support from caring attentive staff who plan a good balance of adult-led and child-initiated play across all areas of learning. Planning is based on themes, such as Spring, and on the children's interests, for example in vehicles. Babies have a sensory area based on a black and white theme. Children go outside to see how the tadpoles have grown returning to paint pictures of them. Children are interested and excited to learn as they eagerly line up to go out. The outside play areas are used effectively to develop children's physical skills and their knowledge of the natural world. Toddlers are engrossed in the digging areas as they look for worms and use large paint brushes 'like daddy' on the blackboard outside. Good levels of support and effective interactive skills from staff means children make good progress and are interested in their play and learning developing good skills for future learning. Children develop trusting relationships with staff and they confidently approach them to ask for help. They ask staff to read to them. Staff are very responsive and show good story telling skills so children enjoy books and their literacy skills develop well. Children enjoy singing and they dance enthusiastically in the central area with staff who join in equally enthusiastically. Children develop a good awareness of their bodies telling staff they are out of puff. Overall, children's progress is well monitored as staff make regular recorded observations of children and use them to plan children's next steps. However, records are not consistent across the nursery as there are weaknesses in some of the evaluation as some staff are less confident. The company have devised new systems and documentation for record keeping and are training staff as the new management team have identified this as an issue. Children's development records are regularly shared with parents to keep them involved with their child's learning.

Children know how to keep themselves safe as they take part in regular fire drills. They show an awareness of safety as they talk about being careful climbing steps

in the central area to throw balls into the umbrella and jump off the steps. Children understand nursery rules and remind each other to share when playing with sand. They have good manners and politely ask staff for help as they use the computer. Children actively explore showing good levels of concentration when building models with wooden bricks. They have daily opportunities to use the secure outdoor play area, where they competently use a range of wheeled toys and smaller resources. Children mostly behave well and develop good self-esteem as staff provide lots of meaningful praise and encouragement. Younger children's emotional well-being is well supported with appropriate cuddles from caring staff and soothing conversation to ensure they are settled and happy. Staff have a good awareness of children's individual needs and ensure their rooms are accessible to all children including those with disabilities. However, staff do not always have a good awareness of children's home languages or plan the environment to take account children's backgrounds so all children gain an understanding of diversity and can use their home language in their play.

Children's good health is generally well promoted as the premises and resources are suitably clean and staff ensure the rooms stay clear and tidy during the day. Children develop a good understanding of healthy lifestyles as they have regular access to exercise both inside and out. They go outside most days to enjoy the fresh air and mix with other children from different rooms developing their social skills and meeting more friends. Children enjoy a range of healthy nutritious meals which are freshly cooked on site and include fresh fruit and vegetables. For example, children enjoy vegetable curry and rice followed by fruit crumble and custard. Clear information from parents and efficient nursery routines ensure children's welfare needs are effectively met. Staff follow strict routines to ensure children do not have food they should not and medication is given appropriately. Drinking water is freely available to all children, in labelled cups, which encourages them to think about their personal needs. However, sometimes routines are not fully effective as young children sit and wait too long for food to be dished up, for example. Children show an understanding of hygiene routines as they wash their hands after messy play and before eating. Staff clean tables with antibacterial spray and maintain a clean environment for children to play in. Babies have their own bedding and visitors have to cover their shoes in the baby rooms to limit the risk of cross infection. Overall, children needs are effectively met.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	3
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	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	3
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