

# Kidsunlimited Nurseries - Summerfields

Inspection report for early years provision

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<b>Inspection date</b>	15/06/2011
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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 Summerfields Day Nursery opened in 1998 and is one of a large nursery chain run by Kidsunlimited. It operates from the ground floor of purpose built premises situated on the outskirts of Wilmslow. The nursery opens five days a week all year round apart from bank holidays. Sessions are from 7.30am until 6pm. Children can attend for a variety of sessions.

The nursery is registered to care for a maximum of 91 children under eight years of age. There are currently 81 children on roll all of whom are in the early years age range. Provision to children aged over five years to eight years is registered by Ofsted on the compulsory part of the Childcare Register. The nursery currently supports a number of children who speak English as an additional language. There are thirteen staff who work with the children, eleven of whom have early years qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Kidsunlimited Summerfields Day Nursery provides children with a vibrant and stimulating environment. Excellent links are established with parents, demonstrating how highly they and their children are valued by staff. The management team and nursery staff have worked very hard and are rightfully proud of the wealth of developments they have implemented since their last inspection. Of particular note are the superb improvements made to create wonderfully enriching indoor and outdoor learning environments. Staff support children in their play and learning and they have great fun as they develop a good range of skills and knowledge for their future.

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

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

- take further opportunities to ask children questions to challenge their thinking and learning, particularly in relation to problem solving, reasoning and numeracy
- review the organisation of lunch times to reduce the length of time children have to wait to serve themselves
- support younger children as they develop their independence in their personal hygiene routines.

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

Children are safeguarded well and a high priority is given to ensuring that staff have a clear understanding of the child protection procedures and of their role within this. They are aware of the signs and symptoms of possible abuse and that children's safety and welfare is paramount. Various methods are used to regularly assess staff's understanding of the comprehensive policies and procedures. Therefore, they confidently work with full regard to these and children's safety and well-being is promoted well. The robust recruitment and vetting procedures ensure that staff are suitable to be working with children and hold appropriate qualifications. Regular risk assessments are carried out for all areas children have access to, for use of equipment, activities and for trips out. Accident records are systematically reviewed to highlight any areas that require further risk assessments. Appropriate action is taken to minimise the risk of accidental injury while giving children freedom to develop independence, confidence, an understanding of potential risks and skills to keep themselves safe.

The nursery is appropriately maintained and offers children and families a welcoming and highly stimulating environment. Outdoor and indoor play areas are very well organised, providing children with optimum opportunities to make choices, following their interests and learning styles. An excellent range of natural materials and manufactured toys and resources are freely accessible. This enables children to extend their play and learning and clearly attributes to the good outcomes for children. Great improvements have been made to the outdoor areas. Children benefit hugely from free access to their own outdoor play areas and regular use of the superb, large outdoor play facility. The nursery is committed to promoting sustainability, encouraging children to recycle and compost left over fruit from snack time. A review of the organisation of the rooms has limited the number of transitions children make while at the nursery. This has enhanced the close and secure relationships forged between children and their key member of staff. It also allows children to play with, and learn from, children who are slightly older than themselves. Staff feel valued and motivated. They receive a comprehensive range of support and training. Their opinions are sought and acted upon with regard to their personal development and developments within the nursery.

Thorough self-evaluation systems and the highly motivated manager have been instrumental in many developments in the nursery provision since the last inspection. The nursery actively seeks the views of parents and has benefited from support within the company and local authority to devise clear action plans. These are well focused, cover all areas of the nursery provision and their progress and impact are regularly monitored. Children confidently give their ideas for themes, activities and changes to their environment. For example, they requested more space for their new block area and asked for a return visit from an animal road show. These have both been arranged.

Close links have been established with schools that children transfer to when leaving the nursery. Teachers have reported that it has been highly valuable in

making transitions to school as happy and stress free as possible. Superb relationships are forged with parents who are highly valued by staff within the nursery. Staff are pro-active in engaging with them to establish the most effective methods of communication. They have implemented various innovative ways to share information with parents regarding the nursery provision, children's achievements and learning at home and nursery and to ascertain their views and opinions. These have resulted in developments within the nursery, such as a large monitor in the entrance showing photographs of children at play within the nursery. Feedback from parents and grandparents praise the setting highly. They feel staff are approachable, helpful and know their children well. They particularly appreciate the range of activities and outings, the use of the outside area in all weathers and especially enjoyed taking part in the recent Grandad afternoon.

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

Regular, meaningful observations of children are used alongside the Practice Guidance for the Early Years Foundation Stage to write summative assessments. These give a personal picture of children's development and interests and track their progress towards the early learning goals. Next steps are devised in conjunction with parents and inform planning. Long, medium and short term plans reflect children's interests and show how staff plan to support their key children in meeting these. Staff are positive role models and interact closely with children during adult led and child led activities. They follow children's lead well and take some opportunities to ask questions that challenge and extend their learning. This, together with the superb range of toys and resources, promotes children's good and sometimes excellent progress towards the early learning goals.

Children are confident, creative and independent learners. They develop an understanding of their own and other's rights and treat each other with care and respect. They have opportunities to develop self-help skills, for example as older children serve their own dinner. However, some children become restless as they have a long time to wait for their turn. Babies and children are highly occupied in their freely chosen play activities, proudly showing their achievements to staff and friends. A child eagerly shows their painting of a tree and an adult states that it is a tall tree. The child shows their understanding of size, painting another tree and announcing that it is a small one. Staff are able to describe how they further promote children's skills in problem solving, reasoning and numeracy. However, they do not make the most of opportunities to develop these skills throughout the day.

Staff promote children's good communication, language and literacy skills. They are responsive to babies' non-verbal communications and listen carefully to children as they chat to them about their family and their play. Children who speak English as an additional language are supported well. Staff work with parents to learn key words in the child's first language. This shows a respect for their heritage and increases children's sense of belonging and confidence. Children have a wealth of opportunities to make marks and write for a purpose using a range of mark

making materials freely accessible in the indoor and outdoor play areas. They show how they have made treasure maps and write their names on their art work, using their name card to refer to if required. Children are absorbed as they make pictures using a lovely selection of collage materials, scissors and various media for sticking. This develops their individual creativity, skills in design and making and self-esteem.

The fantastic outdoor play areas promote all areas of learning. Children develop good physical skills and show their excellent imaginations as they work together to carry large wooden bricks outdoors, carefully constructing a platform that they climb onto and jump off. They create their own see-saw using large cardboard tubes and a wooden plank. Children's knowledge and understanding of the world and interest in living things are promoted particularly well. They are intrigued by snails and worms they find in the digging areas and describe how they planted seeds and have grown peas and strawberries that they will be able to eat when they are red. They busily transport water from the outdoor tap, transfer it to smaller containers and pour it into guttering, watching how it carries a small stone along to the bucket at the end. Resources, displays and posters reflect our diverse society, encouraging children to learn about the wider world. The nursery has links with a nursery in South Africa to which they have sent toys and resources. They engage in activities and welcome visitors who share their celebrations of festivals with them.

Hygienic routines are followed and children are generally given appropriate support in developing personal hygiene skills. However, occasionally staff do not notice when younger children require help wiping their noses. Healthy lifestyles are promoted through activities, visitors to the nursery such as the dental hygienist and as children enjoy nutritionally balanced, freshly prepared meals and snacks.

## 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	1
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

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

<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	2
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