

Kidsunlimited Nurseries - Epping

Inspection report for early years provision

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Inspector Clementina Ogunsanwo

Setting address St. Margarets Hospital, The Plain, EPPING, Essex, CM16
6TN
Telephone number 01992 574167
Email epping@kidsunlimited.co.uk
Type of setting Childcare - Non-Domestic

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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*.

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Description of the setting

Kidsunlimited is one of a group of 57 nurseries. It opened in 2006 in the grounds of St Margaret's hospital in Epping. It serves the local area community and staff working in the hospital.

A maximum of 93 children may attend the nursery at any one time. The day nursery is open all year round excluding bank holidays from 7.30am to 6.30pm. All children share access to a secure enclosed outdoor play area. There are currently 114 children aged from birth up to five years on roll and, of these 23 receive funding for early education. The nursery currently supports a number of children who speak English as an additional language and has effective systems in place to care for children with special educational needs and/or disabilities.

There are 23 staff who work with the children in the day nursery. Of these, 19 hold appropriate early years qualifications at level 3 and above, three hold qualifications at level 2 and five are working towards level 2 and three qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are safe and the younger children are making good progress. Staff make careful notes of all the children's interests to plan enjoyable activities which sustain their interests. All the paperwork required for the effective care of the children is regularly updated and used to promote their welfare. Parents feel that their children are well cared for and are looked after well. The nursery has completed the self-evaluation of its practice, although the key priorities for development are not fully incorporated into the action plan with clear benchmarks for improvement for evaluating its impact.

What steps need to be taken to improve provision further?

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

- provide pre-school children with opportunities to undertake purposeful writing and make good use of their imagination through participation in role play activities
- ensure that there are clear benchmarks for evaluating the success of the development plan
- improve the free-flow of activities between the indoor and the outdoor areas in order to ensure continuity in learning.

The effectiveness of leadership and management of the early years provision

Children are safeguarded because of the rigorous systems for the promotion of the welfare and safety of the children. A clear and detailed safeguarding policy is implemented well in the day-to-day care of the children. All staff take collective responsibility for keeping the children safe and have a secure knowledge of steps to safeguard the children at all times. The well-established safeguarding training and induction systems ensure staff are well informed about the procedures for keeping children protected. Children are cared for in a safe and well-maintained environment. A detailed risk assessment is regularly carried out and daily checks are conducted to ensure that the environment is safe for the children. All policies are up to date and accessible. The required records of the personal care, dietary and health needs of the children, such as personal care records are well documented. Similarly, an accurate record of children, staff and visitors' hours of attendance and departure is maintained.

The age-appropriate and stimulating resources are clean and are used effectively for promoting the care and the learning of the younger children. For example, the soft, comfortable and cuddly toys and resources are used well to promote their spontaneous learning. Staff make good use of the available resources to facilitate their learning and development. However, insufficient use is made of role play resources in the pre-school room to enhance the children's imaginative play opportunities.

Purposeful exploration of different cultures and languages of the world is increasing the children's awareness of diverse cultures. Parents are supportive of the work of the nursery. They share valuable background information about their children when they start. Staff inform parents about their children's progress through recently introduced parents' meetings. Positive links with the local primary schools enable the children's smooth transition to the next stage of their learning. The purposeful partnership with external agencies for support and advice ensures that the needs of the children with special educational needs and/or disabilities are met. Self-evaluation is accurate. Leaders and managers are committed to improving the quality of the provision through purposeful collaboration with other nurseries owned by the company. Although the setting's development plan identifies some key improvement points, there are no clear benchmarks for evaluating its success.

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

Children are happy and calm as a result of the staff's good quality of care and support. All of the children, including the babies, toddlers and the pre-school age children engage in the full range of activities provided. Both babies and toddlers are relaxed and have settled well into the familiar routines. Their close bond with staff is evident from their positive response to staff's care and attention. For example, children respond with smiles and play collaboratively, as a result of staff's

warmth. Staff supervise the children well during activities. The range of activities provided, such as painting, sticking, textural exploration and cooking provide enjoyable and meaningful experiences. Children interact well with each other during a range of lively game sessions, such as the outdoor activities to use stilts. They take turns and cooperate well with each other and are developing positive early social skills. Behaviour is good. Purposeful visits to the nearby park and library extend their range of learning experiences. Opportunities to feed the nursery rabbit are enabling the children to develop knowledge of animal features.

Children engage in lively conversations with both adults and children particularly during enjoyable lunchtimes. Their increasing level of independence is evident at mealtimes during which the pre-school children have their meals independently, whilst the toddlers required minimal adult support. Children routinely wash their hands after play sessions and before meal times. Their health and well-being are promoted well through provision of a healthy selection of meals and the consistent access to clean drinking water. Opportunities to make suggestions of activities enable the children to make a positive contribution. Purposeful discussions on road safety tips and visits from community officers, such as police and the fire brigade contribute to children's sound awareness of safety. Regular access to the outdoor environment supports the children's active physical play sessions during which they undertake outdoor games and make suitable use of a range of climbing and balancing outdoor equipment. However, the potential of the outdoor play environment is not fully maximised to ensure continuity of learning between the indoor and the outdoor play environment. Most pre-school children can count accurately and write their names, which is developing their skills for the future.

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

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

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	2

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

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	2
The extent to which children develop skills for the future	2

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