

# Kidsunlimited Nurseries - Macintosh

Inspection report for early years provision

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**Unique reference number** EY301199  
**Inspection date** 31/07/2012  
**Inspector** Mr Rasmik Parmar

**Setting address** 4 River Street, MANCHESTER, M1 5BG

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**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*.

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 - Macintosh was registered in 2005. It is one of a group of nurseries operated by a limited company. It operates from a purpose built building within the city of Manchester, Lancashire. The setting serves a wide catchment area as most of their parents travel to work in or around the city centre. There are six playrooms for babies and toddlers on the ground floor, with access to an outdoor play area on a lower ground floor. There is a large playroom for pre-school children on the first floor with free-flow access to an outdoor area. All children have access to a central atrium area on the ground floor for activities. The setting is open Monday to Friday from 8am to 6pm.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 144 children under eight years may attend at any one time, of these, not more than 104 may be under three years and of these, not more than 72 may be under two years. The setting currently supports children who speak English as an additional language.

The staff team comprises 36 members. There are seven members with a level 2 qualification in early years, 19 members with level 3, one with Early Years Professional Status and one with Qualified Teacher Status. The setting receives support from the local early years department.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making good progress in their learning and development in a well-resourced, child friendly environment. Staff are highly motivated, work well as a team and offer an inclusive service where the uniqueness of each child is recognised and celebrated. A strong management team and exemplary partnerships with parents, carers and other agencies, ensure that children's individual needs are very well met. Regular self-evaluation by the manager, staff, parents and children successfully identifies areas for development, resulting in a good capacity for further improvement.

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

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

- enhance further opportunities for all children to develop information, communication and technology skills.

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

All required documentation, including, children's details, staffing information and policies and procedures are in place and are well maintained for the safe and effective management of the setting. Effective and robust recruitment and vetting procedures, for example, criminal record bureau and health checks, are effectively implemented ensuring all adults working with the children are suitable. Children are extensively safeguarded as all staff know the procedures to follow in the event of a safeguarding concern. All staff attend safeguarding training and there is a named safeguarding officer for the setting. Risk assessments are comprehensive and are extensively implemented by the staff. There are clear procedures in place for the arrival and departure of children to and from the setting.

The setting is well presented, light, bright and child-friendly with a high standard of display and presentation, which demonstrates pride in the setting and in children's achievements. The unique and age appropriate layout of the rooms enriches children's lives and subsequently they thrive in a highly stimulating environment. The furniture, equipment and resources, which fully promote all aspects of inclusion, are of high quality and suitable for the ages of children to fully support their learning and development. Outcomes are clearly attributed to good use of resources, including, highly effective deployment of staff, reflecting the local community and both genders.

Partnership work with both parents and other agencies is outstanding. The setting promotes extensive open dialogue with parents as they endeavour to support children's and family's needs. Staff communicate with working parents via email and are attentive when listening to parent's requests and concerns. The noticeboard and regular newsletters further update parents about the setting. There are very good procedures for settling new children, ensuring transition is successful for both children and families. Excellent links are formed with other health care professionals and early year's advisors. Transition arrangements for pre-school children include, liaising with reception teachers, some who have visited the setting, displaying Ofsted reports for parents for the prospective schools and displaying school uniforms. Partnerships with other early year's providers delivering the Early Years Foundation Stage are in place with effective links being forged.

Staff are highly valued and are involved in driving improvement. Management lead and encourage a culture of reflective practice. For example, all the recommendations from the previous inspection have been fully met, in order to improve setting. Ideas for continuous improvement are clearly identified by the management team, staff and parents and from listening to children. For example, the outdoor play area for babies and toddlers is currently being further developed to enhance their experience and improve better outcomes.

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

Overall, children are making good progress towards the early learning goals given their capabilities and starting points. Observations, assessments and planning arrangements are carried out by children's key persons and clearly recorded in individual assessment record files. These are monitored by senior management to ensure consistency throughout the setting. Furthermore, key persons carry out summative assessments every three months to show parents their child's progress and discuss any areas that require attention. Staff plan an educational programme for children that provides rich, varied and imaginative experiences. Hence, children are developing the necessary skills that will help them in their future.

Staff are consistently purposeful and instructive in their interactions with the children, promoting sustained and shared thinking, for example, discussions include, how they use a variety of material to make giant snails and paint them. Children's play and learning is consistently consolidated and extended. Staff that care for the younger children form close attachments with them as they are careful and attentive in meeting their individual needs. Staff ensure that babies are closely supervised at all times, for example, during nappy changing, mealtimes and sleeping arrangements. Babies and young children have extensive opportunities to use a good range of treasure baskets, enabling them to explore and experiment with the properties and elements of natural materials.

There is a comprehensive range of resources, posters and play equipment that reflects cultural diversity. Children learn about the wider world through daily routines and planned celebrations. These include, Christmas, Diwali, Easter, the Chinese New Year and Hanukah. Additional celebrations, such as, children's birthdays and the Olympics, further promote positive contributions and self-affirmation. Children taste foods from different countries and are learning some basic sign language which extends their knowledge of how to communicate in various ways. Children thoroughly enjoy hearty, well balanced and nutritious meals that are checked by a nutritionist. Children are supported to develop good personal hygiene habits and become capable at doing this independently at an early age. They learn to understand their body's needs through exercise, yoga and topic based activities.

Staff are skilled in talking to children, responding to them and listening and sharing stories. They use questions very successfully to challenge children's thinking and language skills. This language rich environment enables children to develop good skills for speaking, listening, reading, writing and numeracy. Children use mathematical language to describe size, shape, position and quantity during their free play. Younger children confidently explore their surroundings and examine treasure baskets full of different materials and objects as they begin to make associations. Pre-school children only, have access to a computer to develop their skills and access educational games. However, within the remaining play rooms there are missed opportunities for children to more fully develop their skills in information, communication and technology.

All children have good access to the outdoor environment, which is excitingly enhanced and equipped age appropriately. They enjoy fresh air and daily exercise outdoors and experience all types of weather. This increases their understanding about the importance of regular exercise as part of maintaining a healthy lifestyle. Positive relationships between staff, children and parents enable children to feel secure. Children are well behaved and staff are good role models. They empower children to take responsibility for themselves as they learn to listen, share, take turns and be kind to others. Praise and encouragement from staff ensure children develop high levels of self-esteem.

## 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	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	1
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