

Kids Unlimited Nurseries - Sale

Inspection report for early years provision

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Inspector

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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

Kids Unlimited Nurseries - Sale is one of 61 nurseries owned and managed by Kids Unlimited Limited and was registered in 2012. The nursery operates from a purpose built two storey premises close to Sale town centre in the Trafford area of Greater Manchester. Children have access to seven play rooms. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children are able to attend for a variety of sessions. The nursery is registered on the Early Years Register and both parts of the Childcare Register. A maximum of 99 children may attend the nursery at any one time and there are 65 children on roll.

The nursery employs 12 members of childcare staff, plus relief staff. All of these hold appropriate early years qualifications at level 2 and at level 3 or above. One early years teacher is employed and the manager holds Early Years Professional Status. In addition, ancillary staff are employed to support the running of the setting.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very safe, busy and happy in the newly established welcoming and inclusive setting. Effective teamwork is developing well with the support of highly motivated leaders. Space, both indoors and outside, is used to good effect overall and high quality resources are accessible to enable children to make good progress in their learning and development. The management is currently responsible for evaluating and monitoring the quality of the provision overall. Partnership with parents is outstanding and the setting has established good relationships with others to support children who attend other settings.

What steps need to be taken to improve provision further?

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

- improve the system for monitoring and evaluating the quality of the provision, seeking the views of children and staff
- review systems to ensure that the individual needs of all children are met, with regard to organisation of lunchtime in the baby room.

The effectiveness of leadership and management of the early years provision

Practitioners clearly demonstrate the importance of safeguarding children. They have a confident working knowledge of the setting's policy and procedure for reporting any concerns or allegations. Recruitment procedures are robust; all staff are thoroughly interviewed, vetted and inducted to ensure their suitability. Risk assessments identify potential hazards and practitioners ensure the safety of toys, equipment and premises. The enthusiastic nursery management team lead and inspire good childcare practice through their involvement in all aspects of the children's care. Practitioners are becoming established in their new team and are beginning to embed high quality working practices. They are smiling and motivated in their work with the children. Key practitioners support children's individual needs well overall, working collaboratively with parents to ensure children are secure and settled.

Practitioners are deployed effectively, overall, to meet the children's need, working to each child's preferred routine. However, the organisation of babies' lunchtime is not always effective. For example, babies sometimes have to wait too long before and after lunch, and seating arrangements prevent maximum interaction between the group as a whole at this busy time of day. A very good range of natural and man-made resources are fully accessible to children, enabling them to become independent decision makers and promoting excellent skills for the future. Positive images, activities and discussion help children to understand people's similarities and differences and every child is included and valued for their unique qualities. Children learn about the needs of others through being involved in charity fundraising.

The whole nursery team has quickly established outstanding partnerships with parents and carers through highly effective communication. Practitioners value parents' involvement and offer excellent opportunities for this, including inviting parents to join their children for a meal. Parents feel extremely welcome, well informed and included through the focus group, regular newsletters, website and daily interactions. Parents speak very highly about the setting and are confident to approach practitioners to discuss their child's care. Partnerships with others ensure effective links with other settings, such as, schools and playgroups to support children's transition. For example, a key practitioner visits schools that children will attend and has compiled a booklet with photographs of important features for the children.

Systems for evaluating and monitoring the quality of this new provision are being embedded. The management team uses the self-evaluation form to monitor and review practice, although, the staff team and children have yet to fully contribute to the process. The views of parents are actively sought and taken into consideration and they feel confident to make suggestions. The management's identified priorities are well targeted to enhance outcomes for children. The management team is passionate about driving improvement and securing positive experiences for children. Practitioners receive plenty of support and praise for their

hard work, boosting morale which impacts positively on the care of the children.

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

Practitioners have positive relationships with all children, enabling each child to feel included, secure and confident. High quality interaction enhances children's play and communication and children are fully consulted about their care and learning. Babies enjoy plenty of cuddles, encouragement and support as they safely explore their enabling environment. Toddlers' need for independence is acknowledged extremely well. Older children are sociable and friendly, happily talking about why they like coming to nursery. The setting places excellent emphasis on promoting all children's independence, with a clear focus on what children can do. Children are highly competent in self-selection and they take responsibility for helping within the routine. For example, older children skilfully serve their own lunch and help to clear away. As a result, children make rapid progress in their personal, social and emotional development and display high levels of self-esteem.

Babies' are given reassuring access to their preferred comfort object, and non-verbal cues help practitioners identify babies' needs. Babies enjoy investigating sensory materials, such as, sand, paint, corn flour 'gloop' and shredded paper. They squeal with delight at different textures and practitioners are on hand to facilitate their play, using supporting language, such as 'splish, splash, splosh'. Children in the toddler room are developing skills in concentration as they sit to enjoy a play dough activity, creatively making 'dinner'.

Children engage in purposeful play and in self-chosen challenges across all areas of learning. Planning, observation and assessment is thorough; well-planned activities enhance children's learning with practitioners following up the individual interests of their key children. Spontaneous opportunities help children reinforce their mathematical knowledge, such as, counting how many children are lining up or how many spoons are needed at lunchtime. Children creatively inspire their own play with imaginative ideas, such as, hunting for bears and they dig in the 'beach' area outdoors to make 'a bears' cave'. Practitioners observe children's play and offer enhancements. For example, they notice children accessing the CD player and help them choose a disc to play in it. Children listen attentively to 'the animal boogie' using puppets and dancing out the actions. The outdoor environment offers exciting challenges to children as they use a very good range of equipment. They make marks in the glitter tray and talk about how they write their name in it, then investigate what happens when they pour water in the tray and identify all the colours.

Children's good health is promoted very well. The setting maintains a clean environment for babies to crawl around by ensuring protective shoe covers are worn. Meals are nutritionally balanced and the designated chef knows each child's dietary needs. Children are beginning to learn where food comes from as they grow some fruit and vegetables in the garden. They help themselves to drinks throughout the day and older children access their water station, pouring their

own. They explain that they need to drink if they feel warm and that too much sugar is bad for their teeth. Arrangements for rest and sleep are determined by the children's needs and they know the routine, seeking out anything they might like to rest with, such as a toy from home. Soothing music plays for babies in a calm and relaxing environment.

Practitioners use consistent, effective strategies for managing children's behaviour, with superb emphasis on positive aspects and children's abilities, and the need to 'make good choices'. Sensitive explanations help children learn how to keep themselves safe, whilst preserving their creativity and self-esteem. For example, practitioners explain why children cannot paint the climbing steps with water as others might slip, but offer safer places to paint. Good manners are encouraged and practised very well. Praise and positive language is used meaningfully with children, helping them to feel valued and important and children are frequently spoken highly to with comments such as 'You are such a superstar'.

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	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

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	1

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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