

# Kidsunlimited Nurseries - Church Crookham

Springfield House, Redfields Lane, Church Crookham, Fleet, GU52 0RP

<b>Inspection date</b>	20/02/2013
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## The quality and standards of the early years provision

### This provision is outstanding

- High quality staff interaction and effective teaching techniques ensure all children continue to make rapid progress in relation to their starting points.
- All children benefit from the excellent partnerships between the nursery staff and their parents and the resulting continuity of care.
- Robust staff supervision and professional development effectively drive improvement to benefit all children.
- Staff promote all children's personal, social and emotional development exceptionally well.
- Staff plan an innovative and stimulating curriculum to meet the individual learning needs of all children.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in all base rooms and the outside play area.
- The inspector had discussions with parents, staff and children.
- The inspector undertook a joint observation with the manager.
- The inspector sampled a range of documentation including children's records, safeguarding procedures, risk assessments, policies and procedures.

## Inspector

Lisa Cupples

## Full Report

### Information about the setting

Kidsunlimited Nurseries, Church Crookham, registered in 2012. It is one of 64 nurseries run by a limited company. It operates from five rooms in a purpose-built building. Children have access to an enclosed outdoor play area. The nursery is situated in a residential area of Church Crookham. The nursery serves the local community.

The nursery is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. There are currently 83 children in the early years

age group on roll. The nursery is open Monday to Friday from 7.30am to 6pm and closes on bank holidays. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 12 members of staff. Of these, eight members of staff hold appropriate qualifications in early years. In addition, the nursery employs a full time chef and a housekeeper.

### **What the setting needs to do to improve further**

#### **To further improve the quality of the early years provision the provider should:**

- continue to develop the use of the outdoor area so that children can further explore all areas of learning outdoors as well as indoors.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

All children are making rapid progress towards the early learning goals in relation to their starting points. Staff across the nursery have an excellent understanding of the Early Years Foundation Stage framework and implement it successfully to promote the children's welfare, learning and development. Staff spend time recording detailed observations of the children's achievements and progress and use the information well to plan individual activities and experiences for all the children. All staff know exactly what they are working towards with the children. This results in purposeful planned learning intentions, where the children have fun and learn as they play. All children are actively engaged in their learning and are involved in planning activities which link to their own interests and suggestions. All children celebrate a variety of cultural festivals, such as Chinese New Year. They make collages and talk about different beliefs as they learn about the wider world. For example, children enjoy making a Chinese dragon and learn about different animals that live in China, such as pandas. Staff facilitate the children's learning very well using a range of teaching techniques. For example, staff provide reference books and a globe atlas to demonstrate information about the topics they are covering. Children are highly motivated and eager to learn more, asking many questions and showing curiosity during free play and planned activities.

Children express much happiness and enjoyment during their time in this setting. They work together co-operatively, often singing and laughing spontaneously. The atmosphere is one of busy purposeful play. Children become increasingly inquisitive and adventurous

in their learning because staff support them so well. All children, including babies have access to an extensive range of accessible resources to promote their decision-making skills and independence well. Children enjoy listening to stories and handling books as they learn about the value of print. Staff are skilled at bringing the stories to life, using character voices to hold the children's attention. Children have many opportunities to mark-make for a wide variety of purposes, such as, making lists, writing their names, or making patterns in the shaving foam and paint. Children count and use mathematical language as they play. Older children group objects together and younger children randomly say numbers as they develop their understanding of counting and numbers. All children use everyday technology in their play as they begin to learn about computers and programmable toys. Babies push and pull buttons to hear sounds or see lights and older children use the computers with confidence and ease. Children are able to create their own ideas and explore the resources as they experiment with a wide range of materials. Babies enjoy rustling the large sheets of foil fabric. They feel the different textures of materials and objects as they explore the treasure baskets and the properties of different objects. All children are acquiring the skills and attitudes they need to be ready for school or their next stage of learning.

Staff actively encourage parents to be fully involved in their children's learning as soon as they register their children at the nursery. Staff gather a wealth of information from parents about the children's welfare requirements and their starting points in relation to their learning and development. All parents have access to their children's records at any time and are able to make written contributions. Staff provide regular parents' evenings and written reports, including information about the children's next steps, to enable parents to extend their children's learning at home.

### **The contribution of the early years provision to the well-being of children**

All babies and children are extremely happy and settled during their time at the nursery. Staff spend time getting to know the children and their families exceptionally well. Staff value all contributions from the parents and lines of communication are open and trusting. Extremely effective partnerships with parents ensure information is shared openly for the benefit of all children. This enables the staff to meet the individual needs of the children at all times. Babies and young children seek familiar members of staff if they want a cuddle. They hold their arms up and snuggle in, smiling and giggling as their key people approach them. Older children confidently share their views, opinions and thoughts and express themselves freely. Staff respond well to the children, giving them a sense of belonging and children are fully involved in activities. Children move around the setting with ease, exploring the resources and their play and learning environment. Children demonstrate high levels of self-confidence and self-esteem in all age groups, as a result, of the very positive relationships the children form with the adults in the setting.

Staff know each of the children exceptionally well. They recognise when the children are tired or hungry and quickly respond to their individual needs. Staff know which cups the toddlers prefer, which children can feed themselves and recognise those children who need some assistance. Staff implement meticulous hygiene procedures to protect the

children and prevent the possible spread of infection. For example, all staff have anti-bacterial hand scrub bottles attached to their uniform to ensure they can clean their hands when helping children to care for themselves, such as when they help children to wipe their noses. All staff are aware of the high expectations of the management team and implement the policies and procedures effectively and consistently. The nursery employs a full time cook to cater for the children's individual dietary needs and meticulous safety procedures are in place to monitor and cater for allergies or medical requirements. Children learn about healthy eating through daily discussion, activities and routines. Children in the pre-school room have access to a selection of fruit throughout the day and are able to help themselves if they feel hungry. Staff talk with the children about the types of food that are good for them. All children have many opportunities to practice their physical skills, from learning to crawl and walk to climbing and balancing, both outside and inside the nursery. Older children talk about the importance of exercise and know that regular physical activities help their hearts to grow stronger. All children have access to the secure outdoor area. However, children do not always have access to a full range of outdoor activities to further promote their play and learning experiences in all areas outdoors.

All children learn about the importance of keeping themselves safe from an early age. For example, staff and children practise regular fire drills with the children and know how to evacuate the building quickly and safely in the event of an emergency. Some of the four-year-old children are able to explain exactly what happens during a drill, demonstrating a very clear understanding of the evacuation procedures. Children are aware of safety rules within the nursery, such as not running inside the building, sitting down when eating or using scissors and remembering to be careful of others when using wheeled toys outside. Children also learn about wrapping up to keep themselves warm and about the dangers of the sun in warmer weather. Children make particularly good progress in skills that will support them in the future. Their personal, social and emotional progress is rapid and continually promoted by all adults in the setting. Children approach each other and visitors with confidence. They demonstrate an excellent understanding not only of the expected codes of behaviour but the reasons why these are important. Children remind each other of how to behave. The nursery has excellent systems in place to assist the smooth transitions for children, both into the next age and stage base room within the nursery and into school.

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

The nursery procedures for safeguarding are comprehensive and effective. All staff have attended safeguarding training and they all know how to implement the procedures to promote the welfare of the children in their care. The organisation has a central safeguarding team to offer support and advice to all staff and procedures include a whistle blowing policy. The management team display the Local Safeguarding Children's Board contact details and procedures all around the setting for staff, parents and visitors' information. Staff discuss all safeguarding policies with parents to ensure they are fully aware of the nursery's child protection responsibilities. All parents have access to hard

copy policies, and there are copies of all policies on the company's website. All children benefit from an extremely safe and secure environment because all staff are vigilant and take steps to minimise any potential risks to children. For example, staff clean up any spillages immediately to prevent any slips or falls. Full written risk assessments are carried out covering all areas the children come into contact with, including on outings. The management team implement robust and rigorous recruitment and vetting systems consistently to ensure all adults in the nursery are suitable to work with children. Visitors are required to ring the bell to gain access to the entrance foyer and must show their identification and sign in the visitors' log.

Overall, the nursery has extremely effective evaluation procedures in place to monitor the effectiveness of the setting. Staff, parents and children all contribute to the evaluation process, through discussions, written comments and suggestions and formal questionnaires. This enables to the nursery to assess its own strengths and identify any areas for improvement. The nursery has an excellent capacity to improve.

Extremely effective performance management systems ensure all staff are highly confident in their roles within the nursery. Managers carry out continual monitoring of staff practice, identify training needs and review all paperwork to ensure it is maintained to an exceptionally high standard. The managers and staff play an active role in continuing to drive improvement. For example, staff carry out observations and assessments of each other's practice. Managers and regional managers spend time in the nursery rooms, monitoring the effectiveness of staff performance, the quality of staff interaction with the children and their parents and the quality of activities and experiences provided for the children. All staff complete a programme of training within the organisation to ensure their personal skills and professional development continue to grow. The style of management in the nursery and the organisation as a whole nurtures all staff to be incredibly enthusiastic about the work they do in the nursery and they are all passionate about improving the outcomes for all children.

The nursery has excellent links with a wide variety of external agencies to ensure all children's individual needs are met in the best possible way. The special needs coordinator is extremely knowledgeable and works very closely in partnership with the parents to address any concerns. She implements individual strategies, agreed with parents to ensure a consistent approach both at home and in the nursery for the children.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY449058
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	880659

<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	80
<b>Number of children on roll</b>	83
<b>Name of provider</b>	Kidsunlimited Limited
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

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### **Type of provision**

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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