

Kidsunlimited Nurseries - East Barnet

87 Brookside South, East Barnet, BARNET, Hertfordshire, EN4 8LL

Inspection date	15/03/2013
Previous inspection date	11/02/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children play and learn in a welcoming, happy and busy environment.
- The setting implements an effective key person system that ensures children are settle well and are supported to progress in their development.
- Effectiveness partnerships with parents help to support children's welfare and learning.
- Staff implement effective systems to assess children's progress and offer a range of stimulating and purposeful learning experiences.

It is not yet outstanding because

- there is more scope to encourage children's awareness of the natural world and the effects of the weather in outdoor play
- staff approach could be further reinforced through careful organisation when addressing individuals presenting disruptive behaviour that negatively impacts on group activities.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities indoors and outdoors.
- The inspector spoke to staff, children and parents to gather their views.
- The inspector looked at children's assessment records, planning information and other documentation maintained by management.
- The inspector carried out joint observation with the manager and discussed the outcomes.
- The inspector observed play resources available for the setting use to support children's learning.

Inspector

Shaheen Belai

Full Report

Information about the setting

Kidsunlimited Nurseries in East Barnet registered in 2010. It is managed by Kidsunlimited Limited, who operate a chain of day care nurseries nationally. This setting operates from adapted premises in East Barnet, within the London Borough of Barnet. Children have access to four play rooms and associated facilities; these are situated on the basement and ground level. There are stairs and a lift to access each level of the premises. There is an outdoor play area for children.

The setting operates Monday to Friday from 7.30am to 6.30pm, throughout the year, except bank holidays. There are currently 141 children in the early years age range on roll. Children attend for both full-time and part-time sessions. The setting provides funded education for three and four year olds. The setting currently supports children with special educational needs and/or disabilities. The setting is registered on the Early Years Register.

The setting employs 30 members of staff, this includes the manager. Of these, 16 hold an appropriate early years qualifications and a number of staff are working towards obtaining a recognised or a higher qualification.

What the setting needs to do to improve further

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

- review the organisation of group and circle times to ensure children stay focused and staff use appropriate methods to manage any disruptive behaviour, for example providing a safe place for children to calm down

- introduce opportunities for investigations of the natural world, such as with wind chimes, windmills, streamers bubbles and resources that catch the light and reflect into the play environment.

Inspection judgements

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

Staff demonstrate a strong knowledge and understanding of the Early Years Foundation Stage Framework and how to promote and assess children's learning and development. Staff gather a good range of information from parents when their children start. This allows them to identify individual learning programmes to support children's ongoing development. The room plans are detailed and cover the breadth of all seven areas of

learning. The undertaking of regular individual observations and periodic summative assessments ensure staff effectively monitors the children's progress in their learning journeys. This allows staff to identify where children need additional support and where they need to have further challenges. Staff are well deployed to allow children to receive high levels of staff engagement, allowing for children to be engaged in a broad range of free play and adult-led focused activities. As a result, children are eager to learn, are occupied in stimulating range of activities and are curious when faced with challenges.

Young babies explore the use of their bodies, learning to use control as they explore tools when playing with a range of tactile and creative materials. For example, young babies and infants explore using brushes in sweeping movements in a mixture of flour and glitter. They explore how their movements affect the change in shape of the substances. Children hear a good range of language around them, as staff talk to them, question them, read to them or sing to them. All ages explore a good variety of books, which are set out in a way that ensures children develop independence in making selections of their own. The book area also entices children to gather with staff to share books. Young infants play in a stimulating environment, such as, babies explore the sensory wall and its different textures. In addition, they explore a range of sensory resources that allow them to explore sound, reflections and different movements. The computer enables older children to develop early technical skills in operating the keyboard and gaining mouse control, such as when they engage in maths activities. Staff are at hand to ensure children make appropriate selections to reflect their stage of development and guide them through any challenges they may face.

Children participate in regular cooking and seasonal gardening activities, to extend their learning in exploring nature and early science. Children create models such as aeroplanes and cars using construction material, using their own ideas and imagination. Children benefit from visitors coming into the setting to share their knowledge. They also enjoy going out to specific venues in the community to extend their learning experiences. For example, visiting the local Chinese takeaway to order food when celebrating the Chinese New Year or having the police visit the setting.

The outdoor play area is used daily and set out to engage children in imaginative play, the use of large equipment to climb, learning to ride small vehicles or develop control in playing with balls. Children learn about road safety as staff and children explore the road tracks painted on the ground and the props for traffic signals displayed on the walls. Children have fun as they follow the example of staff to shoot balls into the hoop, developing skills to aim correctly and use the correct arm movement. The environment offers a wide range of resources on ground level for physical play. However, there is no provision of resources such as wind chimes, windmills and other equipment to enhance children's interest in the impact of the weather on their environment. Children enjoy exploring messy and creative play activities. For example, young toddlers explore the play dough with their hands and older children use a range of brushes and tools to create pictures with paint. Children learn with enjoyment and challenge.

Parents are highly encouraged to play an active role in their children's development and to participate in regular assessment meetings to exchange information about their children's progress and learning. Parents are encouraged to share experiences from home and any

developing interests their child has. This allows staff to extend these within the setting and allows them to share these experiences with other children. This is further promoted with the use of the 'adventure teddy'. Children take 'adventure teddy' home and keep a diary log with the help of their parents. They then return 'adventure teddy' to the setting to share their adventures with the staff and other children. For example, if children have been on holiday or done something significant at the week-end this is recorded and shared through the diary.

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

Staff promote children's understanding of safety, they use discussions, reminders and resources to minimise risks to children. Children are reminded not to run indoors and how to carry resources safely. Staff are polite, kind and loving in their approach and this ensures that in the main children also reflect this in their behaviour. Staff use positive strategies on the whole when managing behaviour and when addressing any issues arising from negative behaviour being presented. However, the flow of large group activities become disrupted when staff are trying to calm an individual child who is angry or expressing feelings physically. Children are supported to assist with tasks, develop good manners, share resources and help their friends. Staff check out that children have an understanding of safety. For instance, before going outdoors the children call out to staff reminding them what they must check for safety, such as the gate. This demonstrates they are becoming aware of potential risks and have an awareness of the daily routine. The celebration of festivals and diversity is ongoing through creative displays and the use of resources in all rooms.

Children benefit from a healthy and balanced diet. Young infants receive food and milk feeds according to their own individual routine and are introduced to weaning in accordance to discussions with parents. Babies enjoy the range of fresh fruit on offer as they sit with staff, feeding themselves using their hands and eating at their own pace. Older children develop self-help skills as they learn to serve themselves under staff supervision. Meal times are calm and sociable event as well as a learning experience. Staff support younger children to develop control in using cutlery and encourage them to try the food on offer. The menu plans are devised to be seasonal, to reflect food from other cultures and ensure all dietary needs are provided for. The healthy menu on offer helps children learn to make healthy choices and develop positive eating habits. Children benefit from physical play indoors and outdoors. They participate in action songs, have opportunities for music and dance to take place and there is space for babies to crawl through long tunnels. In addition, all ages are taken outdoors for walks in the community or to the local park. This enables children to use different equipment that provides them with further challenges in their physical development. Children rest according to their individual sleep needs, staff settle children into appropriate furniture to reflect their age and development. Young babies and infants feel safe and secure as staff hold them warmly and cuddle them in their arms to settle them.

Children develop a good range of skills, which help to promote their understanding of personal hygiene. For example, young infants are aware that flannels are for cleaning

their faces and hands. In addition, older children are being introduced to the importance of keeping their teeth clean after the main meal. Young infants are showing high levels of confidence as they pick tissues from the easy to use dispensers to clean their dirty noses. They then use the dustbins to dispose of their soiled tissue to minimise the spread of infection.

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

The nursery management is fully aware of the Early Years Foundation Stage framework requirements and demonstrate that they fully comply with these. The robust arrangements for safeguarding are supported through staff induction and staff training. The setting policies and procedures are revisited at regular team meetings and when new procedures are implemented. Management ensure that procedures are effectively implemented for the safe recruitment of staff and should there be concerns about a child's welfare. Thorough risk assessments are undertaken daily, by both staff and management, to support children's safety. In addition, there are risks assessments for specific outings and activities. Children's records and the required documentation to support children's welfare are stored securely to maintain confidentiality. This includes accident records, the complaints log and details of medication administered to children. Children's health is promoted further as a high number of staff are trained in first aid, food safety and for administering specific life-enhancing medication.

Management are supportive of staff development and identifying through staff meetings and appraisals where staff need additional support. In addition, they have implemented the carrying out of staff observations and reviewing how children's key persons complete their development records for consistency. Staff attend regular training with the organisation or with the local authority. The local authority also provide ongoing support by visiting regularly to identify the settings strengths and weaknesses. Staff who attend training cascade their knowledge effectively through the staff team. Self-evaluation is ongoing, management gather the views of parents regularly, engage all the staff and act on feedback from the local authority.

Parents are encouraged to be engaged in the service provided to their children. They are invited to participate in fundraising events, attend meetings to discuss their children's progress and provide feedback on the service received. Staff ensure that parents are kept informed via an effective range of systems for exchanging information. For example, verbal discussions at daily handovers, using daily diary record sheets for all younger children and for those who require in the older age group. They also communicate by text and email. Parents are involved when children move from one room to another room, to ensure they meet with the child's new key person and settle in gradually. Information displayed in each room and the reception area is detailed and informative about both the care and learning aspects of children attending. Management and designated staff work in partnership with other agencies. This ensures that children with identified needs are supported appropriately and those moving onto local schools are supported in their move

there.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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 action. 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

Unique reference number	EY416859
Local authority	Barnet
Inspection number	906931
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	87
Number of children on roll	141
Name of provider	Kidsunlimited Limited
Date of previous inspection	11/02/2011
Telephone number	02083614442

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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, which are usually the childminder's 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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