

# Kidsunlimited Nurseries - Beckenham

HSBC Sports and Social Club, Lennard Road, Beckenham, Kent, BR3 1QW

<b>Inspection date</b>	18/03/2013
Previous inspection date	03/07/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>1</b>
	Previous inspection:	3
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

- Children achieve exceptionally well because the stimulating environment, high quality resources, well-planned activities and staff interaction inspire them to be active learners.
- Children form strong attachments to staff and show their feelings of safety and security as they gain rapidly in confidence and independence.
- The impressive and passionate style of leadership motivates staff so they all work highly effectively as a team and support each other.
- All staff know every child's unique style, stage of development and learning needs exceptionally well and use accurate assessment systems to plan stimulating activities that challenge children's thinking and take them forward quickly in their learning.

## 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.

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 three play areas, the baby room, toddler area and preschool area as well as outside play.
  - The inspector spoke with the manager, room leaders and key persons.
  - The inspector took account of parents' views by speaking to them on the day.
- The inspector looked at a sample of all necessary documentation, children's learning journals, planning, risk assessments, notice boards and wall displays, children's work.

## Inspector

Gillian Cubitt

## Full Report

### Information about the setting

Kidsunlimited Day Nursery registered in 2001 and is managed by the company Kidsunlimited. The nursery operates from a converted sports pavilion, situated in a residential area in Beckenham. The area is well served by public transport and the nursery is within walking distance of shops and a mainline station. The nursery includes a baby unit, toddler unit and pre-school group, with use of a secure outdoor play area. The Nursery offers day care places to employees of HSBC bank and the local community of Beckenham and its surrounding areas. The nursery opens from 7.30am to 6pm each week day for 52 weeks of the year.

The nursery is registered on the Early Years Register. There are currently 101 children on roll in the early years age group. The receives funding for the provision of free early education to children aged two, three and four years. Staff are experienced in supporting children with special educational needs and/or disabilities and those who speak English as an additional language. The nursery is also registered on the compulsory and voluntary parts of the Childcare Register.

The nursery employs 26 members of staff who work directly with the children. Of these, 25 hold relevant childcare qualifications from level 2 to level 4.

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

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

- enhancing older children's understanding of the needs of others, for example, by taking extra care not to disturb sleeping toddlers as they move through their rest area.

### Inspection judgements

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

A confident, enthusiastic staff team works extremely well together. They support each other, ensuring that they all fully understand the welfare and learning requirements, their roles and responsibilities. The quality of teaching is excellent and consistent throughout the nursery. Systems to assess children's starting points during the settling in period and subsequent moves through the nursery are very secure. Planning is meticulous, embracing the needs of all children that are identified from meaningful observations and assessments of children's progress. As a result of the careful planning children benefit from an impressive range of activities that offer a very good balance between child initiated and

adult-led experiences. Staff instinctively challenge and extend children's thinking as they play. There is an extremely high degree of eagerness from children to take control and participate because they feel very much part of the decision making process. Parents contribute their views on their children's learning journals and together with staff they share ideas and topics for children to continue their learning at home. This highly effective partnership increases children's ability to make rapid progress in their learning and development.

Staff show particular sensitivity in their support of children who they identify with additional needs, following personalised plans to target specific areas of learning. When a child has difficulty making relationships staff provide opportunities for them to join in small groups such as the role-play area or using the computer where they feel more comfortable. Children who lack fluency in speech are able to express their feelings by showing staff the pictures of how they feel, such as happy, frustrated or sad. There is also strong support for children who speak English as an additional language. Key words are displayed for staff to use to help children make the transition from their home language to English. Books, posters and planning of activities also show the high commitment of staff to explore the diverse cultures and festivals that children celebrate at home. Children relish the opportunity to dress up in bright clothes to celebrate Diwali; they talk about different shapes for Easter eggs and extend this to discuss life and growth. Babies and staff also participate in an Easter parade, all wearing Easter bonnets.

Children show they are confident, happy and self-assured as they freely take part in the many and varied activities inside and outdoors. They explore resources in their own way, which helps them to become independent. Children happily create patterns with chalks on the outdoor fence, building their concentration as they carefully cover the panels. Other children climb apparatus and test their jumping skills under the guidance of staff. Many children have great fun joining in with the staff-led games that children know well. Staff ask children what they like to play and children eagerly line up to play the chosen number game. Children confidently recognise numbers and begin to count spontaneously as they join in jumping and hopping to represent different numbers they land on. Children also enjoy their time digging the soil, planting seeds and searching for mini beasts, which they discuss during their themed activities.

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

A highly effective key person and buddy system ensures that each child is able to form secure emotional attachments with their carers. As a result, children are confident, showing high levels of self-assurance as they make decisions in their play. Children's behaviour is exemplary and they respond to the 'traffic light' system used to make them aware of boundaries. Children show they are able to negotiate and cooperate with each other. When they play on the computer they discuss who will go first and show awareness that they need to take turns. They are developing sensitivity towards the needs of other children but occasionally they forget to take extra care not to disturb sleeping toddlers as they move through the rest area to go to the toilet. All children settle well because staff know them exceptionally well and have an excellent understanding of their individual likes,

needs and care routines. Older children develop good self-care skills as they independently manage their own care and personal hygiene needs. Babies thrive with cuddles and consistent staff support. They use quality resources, which include homemade books showing babies photographs of their families, that offer reassurance and a link to home. They relax in their own quiet playrooms and enjoy their own private outdoor play space. Staff support toddlers to wash their hands and help them to clean their noses, which underpins good hygiene practice. Babies and toddlers sleep or rest according to their needs and staff stay close by to help them to settle and help ensure their safety.

Children's mealtimes are enjoyable social experiences for all. Children and babies have nutritious meals that the cook freshly prepares each day, paying particular attention to children's specific dietary needs. Lunchtime for babies is a particular strength. Babies enjoy the comfort of songs and music while staff gradually prepare them for their meal. Older children help to lay out the cutlery and take pleasure in serving themselves, showing their ability to regulate the amount they place on their plate to what they can actually eat. As a result, children clear their plates saying their meal is 'yummy'. All children enjoy their energetic outside play. Older children show their skills in putting on their coats before exercising in the brisk fresh air. They enjoy the variety of either playing in their enclosed play areas or exploring the wider areas of the surrounding playing fields.

Children's safety, health and well-being are extremely well promoted through the implementation of clear and consistent policies and practices. Children develop a very good understanding of how to stay safe because staff consistently ask them questions about hazards, especially when outside, asking them "Do you think it is safe?" as children role-play crossing roads. Staff also keep a record of children's responses to show they are learning about how to be aware of others and keep themselves safe.

Staff follow clear risk assessment procedures to ensure the setting is safe. Regular emergency evacuations also promote children's awareness of safety. Innovative ideas help children with their transition to school, including the use of role-play. Children excitedly dress-up in uniforms and also have the opportunity to visit local schools. This prepares children for the major move from their cosy nursery to the larger school environment.

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

The nursery leadership has impressive systems in place to ensure that all children are safe. The system of regular in-house training for all staff on safeguarding children means that every member of staff is confident in their knowledge and feels extremely secure in the procedures they must follow if they have concerns. Staff recruitment is rigorous in ensuring that newly appointed staff hold appropriate qualifications and follow a thorough induction programme, which extends throughout their probation. All staff hold appropriate Criminal Records Bureau disclosures and these are renewed every three years.

Staff management is particularly a high standard. The management staff show complete consistency in their high expectations of staff. Supervision is regular and all staff have

opportunities to develop their professional skills and knowledge. Self-evaluation is in-depth and accurate and benefits from contributions from staff, parents and children. The value of parents' feedback shows in the display "You said it and this is what we did" providing parents with a continuous feedback of the improvements because of their input. Children's questionnaires hone into their likes and dislikes, which also feeds into the self-evaluation and planning. Staff manage their time exceptionally well. They show loyalty and a desire for the nursery to succeed for children, and give their time in the evenings for meetings to discuss plans.

Each room displays long term planning and themes, together with weekly planning to identify activities and link these to the needs of individual children. All planning for continuous provision both for indoors and outdoors clearly shows that activities are given considerable thought to tailor them to children's needs. Staff refer to secure guidance to aid them in their evaluations and assessment, thus enabling them to track children's progress with accuracy. Furthermore, where children need extra support from other professionals outside, the nursery is pro-active in tracking action plans to follow through goals for children's learning. Strong links with local schools also significantly aid children's move from nursery.

Parents are extremely positive in their praise of the nursery's features that they value. "They have met and exceeded my expectations". This is because they know that management value their views as a prime source for driving improvement. Parents appreciate the friendliness and approachability of staff. They say their children are very happy and talk about their key persons with affection when at home. The staff are eager to include all relatives who care for the children so invite parents and wider family members to attend special events such as "sensory days" to explore activities using their senses.

### **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
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

<b>Unique reference number</b>	159401
<b>Local authority</b>	Bromley
<b>Inspection number</b>	908693
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	64
<b>Number of children on roll</b>	101
<b>Name of provider</b>	Kidsunlimited Limited
<b>Date of previous inspection</b>	03/07/2009
<b>Telephone number</b>	0845 3652943

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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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