

Kidsunlimited Nurseries - Toyota

Toyota Motor Manufacturing (UK) Ltd, Burnaston, DERBY, Derbyshire, DE1 9TA

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| Inspection date | 12/03/2013 |
| Previous inspection date | 13/04/2011 |

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| The quality and standards of the early years provision | This inspection: | 1 |
| | Previous inspection: | 1 |
| 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 make excellent progress in their learning and development because they are excited and motivated by the wide range of fun and stimulating activities available for them.
- The nursery garden is a rich learning environment for children. They enjoy abundant opportunities to expand their imagination and develop physically and emotionally.
- Children feel safe and secure within a warm and welcoming environment. The highly effective key person system enables them to form secure attachments with the staff.
- Management's realistic process of self-evaluation and effective monitoring systems ensure targets for future development are identified and continuous improvements made. This ensures the nursery continues to provide quality care and learning for all children who attend.
- Effective partnership with parents means there is united approach to meeting individual children's needs, extending their learning and helping them to develop relevant skills for future 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 held discussions with the manager and the regional manager while inspecting the nursery.
- The inspector went on a tour of the nursery to ensure it was appropriate for the children.
- The inspector spoke to the staff, children and parents throughout the inspection.
- The inspector conducted a joint observation with the manager about lunch times.
- The inspector looked at children's learning journals and their tracking documentation.
- The inspector scrutinised documentation including registers, safety records and samples of planning and assessment.

Inspector

Janice Hughes

Full Report

Information about the setting

Kidsunlimited Nurseries - Toyota opened in 2006 and is part of a chain of provisions owned by Kidsunlimited and is on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. It operates from a self-contained, detached, one storey building known as Bumpers. It is situated in the grounds of Toyota Motor Manufacturing (UK) Ltd, Derby, Derbyshire. The nursery mainly serves Toyota employees. There is a fully enclosed area available for outdoor play.

The nursery opens five days a week, all year round. Sessions are from 6.45am until 6.30pm. Children attend for a variety of sessions. There are currently 76 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 25 members of childcare staff. Of these, 19 hold appropriate early years qualifications at National Vocational Qualification Levels 2 and 3, of these two members of staff hold an Early Years Degree. Furthermore, the manager holds early years qualifications to National Vocational Qualification Level 5 Management. The setting employs a cook. The nursery receives support from the local authority and is a member of the National Association of Day Nurseries.

What the setting needs to do to improve further

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

- strengthen the already very good mealtimes to enhance children's learning by encouraging all staff and children to be involved in conversations to help increase their social and language skills more.

Inspection judgements

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

Staff have an excellent knowledge of the Statutory Framework for the Early Years Foundation Stage. Children flourish because staff recognise the uniqueness of each child and support their learning and development extremely well in relation to their starting points. They complete regular observations of the children in their play and identify their next steps accurately. They use these observations and assessments to provide innovative

and challenging opportunities for children to learn and develop. Excellent teaching techniques help children to be active learners. Children are highly motivated and fully engage in the balance of adult-led and child-initiated activities, which ensure that children are the primary instigators of their own learning. As a result, they make excellent progress towards the early learning goals. Staff implement a robust process to complete the Early Years Foundation Stage Progress Check at age two report and have successfully completed these. Parents comment that they are 'extremely happy with how their children are progressing'.

Staff are highly skilled at extending children's play and engage them in conversation while they play in order to encourage them to think critically and develop their language. They have fun singing repetitive popular rhymes together and playing the large drum. These songs help children learn the similarities between words and develop vocabulary. Story times are inspiring as children's interests are captured. Children listen attentively and participate skilfully in answering questions. As a result, their early reading skills are promoted extremely well. All staff engage purposefully with children and make excellent use of open-ended questioning. Questions, such as, 'tell me about' and 'what do you think?' extend children's critical thinking, problem solving and language skills. Staff support children who have English as an additional language to settle well by learning key words and phrases in the child's first language. They understand how children learn and develop through play and by following their own interests. They demonstrate this knowledge extremely well through the provision of designated areas, such as, a cosy inviting book corner or role play area. These offer children many opportunities to lose themselves in a world of imaginary and creative play. One example of this is when a group of children are playing in the role play area and pretend to go shopping and make 'vegetable soup'.

Children benefit significantly from the large and excitingly resourced garden. Both staff and children enthusiastically use it as often as possible throughout the day. Staff operate a very effective system which allows the children to freely access the outside environment. Children confidently negotiate for themselves how much time they choose to spend outside. This ensures older early years children can make full decisions on where they play throughout the day, which enhances their individual preferences. Staff fully understand the importance of outdoor play and create a rich learning environment that is used exceptionally well to promote all areas of learning. Children eagerly put on boots and appropriate clothing to take advantage of the numerous play opportunities available for them. These include digging in the soil, planting bulbs, looking at spiders and feeling and smelling the herbs in the sensory area. Children also develop their physical skills because they balance on planks, run up and down slopes and walkways and play purposeful games, such as, 'hunt the bones'. Here, children find paper bones around the garden. They count as they gather the bones and staff encourage them to calculate how many more they need to find. Children very accurately estimate the amount and scream with delight as they succeed in finding them. This inspiring garden activity tests and challenges children's confidence and abilities and motivates them to succeed. It also enables them to assess risk and find solutions to problems.

Adult-led activities are extremely purposeful throughout the nursery and enhance and extend children's learning exceptionally well. For example, children are learning all about

teeth. Staff plan an activity that delivers all seven areas of learning. The children start by investigating and counting their own teeth by looking in mirrors. They clean the teeth of the crocodile and dolls and talk about their experiences of cleaning their own teeth. They listen with great excitement and participate as staff use props, such as a crocodile to read a story about teeth. Children hunt for bones, either in the water or outside, and finally draw a picture of a skeleton. Children, throughout this activity, concentrate and follow instructions outstandingly. One child tells a visitor that 'your bones are under your skin and if I fall over hard I might break a bone'. This conversation continues and the child continues to explain about how bones are mended. This type of adult-led activity helps children to be extreme active learners as they are clearly engaged, motivated and creative and are encouraged to think critically. Such activities contribute significantly to providing children with the skills, attitudes and dispositions they need to prepare them for school.

Babies and young children become involved in sessions known as 'awe and wonder' activities. They explore, investigate and find out about things in their environment. They demonstrate great enthusiasm as they lift lids of specially designed containers to reveal the contents underneath. They enjoy the vast amount of cause and effect toys and children continually show confidence as they press buttons on and off to make musical activity centre work.

The calm atmosphere of the nursery and the highly effective partnerships staff enjoy with parents help all children to settle well into the nursery routine. Children with special educational needs and/or disabilities are catered for extremely well. Staff work with their parents effectively to ensure their individual programmes are very efficiently met. Parents are very involved in their children's learning and staff provide opportunities for parents to extend their children's learning at home. For example, staff provide activity cards, which include quick and simple activities that parents can do with their children to further support their learning.

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

The highly effective key person system contributes towards children's feelings of security and well-being. Children are extremely well settled and secure and they enjoy trusting relationships with staff. They, in turn, are very caring towards children and treat them with respect and affection. This results in the warm, happy atmosphere that is clearly evident at this nursery and means that children's emotional well-being is very well fostered. The three monthly link meetings between parents and their child's key person provide an opportunity to exchange and update all relevant information about the child's development and progress at home and in the nursery. Staff also use these meetings to work with parents to plan a smooth and successful transition for their child from one room to another within the nursery and the major transition to school. As well as these formal meetings, parents and staff share information on a daily basis to ensure the immediate needs of the children are met. Children's behaviour is exemplary. They learn how to behave and know what is expected of them within a nurturing environment.

The nursery rules include being nice to each other, sharing and taking care of their

friends. Children learn how to keep themselves and others safe with the support of staff. They talk to them about safe actions and behaviours, such as, not throwing sand or toys. This also clearly promotes children's awareness of keeping themselves and others safe. Staff encourage children to learn and develop the skills that will support and benefit them at school. These include dressing themselves, using the toilet independently and developing appropriate hygiene practices.

Children enjoy healthy and nutritious meals, which are prepared on the premises each day and take account of their specific dietary requirements. The menus are displayed for parents daily to ensure they are kept well informed. Children eagerly discuss which foods are healthy to eat, and which are bad for your teeth. All children are supported to serve their meal themselves at lunch time. This further promotes their increasing independence. All children's allergies are known to staff and lists are available so staff are aware of any potential risks to children. Staff eat with the children and act as good role models by demonstrating social skills and creating a warm and pleasant occasion. Lunch time is clearly a socialising event where children and staff chat about what they have been doing in the nursery and at home. However, on occasions inexperienced staff do not fully engage all children in conversations. As a result, they are not promoting the full use of the lunch time routine effectively.

The nursery is conducive to children's learning. It is very well resourced with an extremely wide range of play materials that are used well by staff to support children's learning. Children know where to find equipment they wish to use and display the characteristics of extremely effective learning. They explore and engage with the equipment with relish both indoors and outdoors, as they develop their own learning.

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

The nursery meets all the requirements of the Statutory Framework for the Early Years Foundation Stage extremely well. Providing a very welcoming setting where all children are valued and respected. The nursery manager is a highly effective role model for her motivated staff team. The nursery is seen as an exemplar of good practice by the local authority and worthy of sharing its exceptional practice with others. The manager spends time working directly with the children and consequently is able to monitor their progress well and also provides high-quality professional supervision for staff. This is achieved with the support of the company. Ongoing self-evaluation and critical reflection, which takes account of the views of staff, parents and children, forms part of this process. This leads to a clear awareness of the strengths of the nursery and the identification of areas for development. Action plans are devised to address these issues. Recommendations made at the last inspection have been addressed successfully. One of the views of the children was they wanted a hamster. Their views are respected and acted on, the nursery now has two hamsters called Andre and Cary.

There is a strong culture of continuous professional development amongst the staff who encourage and welcome ongoing training opportunities. Staff work together well and the

area manager speaks positively about the team and their passion for children. They undertake effective supervisions and annual appraisals. These help management to identify any concerns and issues quickly to continue to provide high quality care and learning. All required documentation and other records relating to children and the safe organisation and management of the nursery are very comprehensive and in place.

The manager and her staff team fully understand the importance of safeguarding the children. Robust recruitment procedures ensure that the suitability of all new staff to work with children is rigorously assessed. Staff know and understand the procedure to follow to report concerns about the welfare of children. Detailed risk assessments and routine safety checks of the building and garden also contribute significantly towards the children's safety.

Very strong partnerships are formed between parents, staff and other agencies to ensure ongoing monitoring and support are effective in promoting children's development. The highly focused monitoring of children's progress and development means that staff quickly identify if a child requires additional support. Strong links with other agencies ensure that children's specific needs are assessed and that appropriate support is given. Children benefit significantly from the proactive parents' committee. The committee and the manager share the same vision for the nursery and work extremely well together to identify where further enhancements to the existing excellent practice can be made to benefit the children. Staff engage with parents extremely well. All parents spoken to at the inspection stated how much they value the nursery and the work of the staff. They commented on how the staff also tailor the settling-in period to suit the needs of the child and parent. This helps to ensure that all children and their families are equally supported. Parents are further involved with the nursery by spending time at weekends creating and maintaining the 'Memorial garden' and helping to ensure that it remains a very special environment for staff, parents and children.

Arrangements for managing children's free-flow play between the inside area and outside area are excellent. The inspection found that children's movement between the indoor and outdoor environment is organised extremely well, with children making their own choices about where they play. The manager and staff organise the nursery in an excellent way and they are committed to providing a safe and enjoyable experience for all children who attend. This is being achieved in an extremely good manner.

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

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| Unique reference number | EY331570 |
| Local authority | Derbyshire |
| Inspection number | 907746 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 57 |
| Number of children on roll | 76 |
| Name of provider | Kidsunlimited Limited |
| Date of previous inspection | 13/04/2011 |
| Telephone number | 0845 365 2959 |

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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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