

Kidsunlimited Nurseries

Teddington

Unit 1 Palgrave Court, 4 Southcott Road Off Sandy Lane, Teddington, Middlesex, TW11 0BU

Inspection date	12/04/2013
Previous inspection date	29/10/2009

The quality and standards of the early years provision	This inspection:	
	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

- Staff are highly skilled practitioners who have an excellent understanding of children's learning and development. They plan an abundant range of rich learning opportunities, which capture children's interests across all areas of learning.
- Staff provide a wealth of opportunities for children to develop their independence, so children become extremely confident in their own abilities.
- Staff are calm, caring and positive role models. Children behave in an exemplary manner, which promotes a very calm atmosphere throughout the nursery.
- Management and staff work together to implement highly effective policies and procedures to safeguard and promote children's welfare.
- Staff provide a very safe, rich, colourful and stimulating learning environment where children delight in making choices in their play, both indoor and outside.

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 and interactions between staff and children in all the care rooms and the outdoor play area.
- The inspector met with the management team and spoke with the staff and children at appropriate times during the inspection.
- The inspector looked at children's records relating to their progress and wellbeing.
- The inspector scrutinised records relating to staffing, ratios, safety, policies and procedures.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Linda du Preez

Full Report

Information about the setting

Kidsunlimited Nurseries Teddington registered in 2009. It is one of a chain of nurseries owned by Kidsunlimited Limited and operates from a purpose built building in Teddington Middlesex. The nursery operates from six base rooms with dedicated nappy changing areas. There are separate staff facilities, a relaxation/parents room, an activity room for messy play, a laundry room, kitchen and a milk kitchen. Children have access to an enclosed outdoor area. The nursery opens from 7.30am to 6pm all year round, excluding bank holidays. There are currently 55 children on roll in the early years age range. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery supports children who are learning English as an additional language. There are currently 17 staff working with the children, including the manager, of these 16 hold recognised childcare qualifications. One member of staff holds Qualified Teacher Status, one Early Years Professional Status and three have degrees in Early Years. The nursery receives funding for free early education for children aged three and four years.

What the setting needs to do to improve further

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

- consider ways to extend the arrangements for encouraging and guiding parents in how to support their child's understanding of letter names and sounds at home.

Inspection judgements

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

Children make outstanding progress within this highly stimulating nursery. Staff find out about children's developmental starting points by working closely with parents when their children first start attending. Staff implement excellent systems for observation and assessment, which are sharply focused and contain information, including in-depth observations, photographs and clear examples of children's progress. Furthermore, staff give the highest priority to ensuring parents and carers are able to share information about their children's current interests and achievements. This is achieved through highly successful strategies, such as the "day in the life" forms, which parents and children complete to share their experiences from home. The excellent and consistent systems in place enables staff to plan a rich learning experiences for each individual child and ensures that everyone works together to help children progress towards the early learning goals.

Staff give the highest priority to helping children acquire communication and language

skills through initiating conversations at every opportunity throughout all age groups. For example, they make eye contact with babies and repeat single words clearly, so that babies gradually learn what words mean. Consequently, babies enthusiastically imitate words and sounds and learn to communicate verbally and make rapid progress in their language and communication skills. Staff support toddlers to build sentences by repeating what they say and adding new words and constantly offering praise for their efforts. As a result, toddlers become confident and share their ideas and thoughts with others. For example, while baking cakes, they talk about the ingredients and describe how margarine "looks like cheese". Staff support older children to share their ideas and thoughts by asking open questions that challenge their thinking. For example, while reading a story a member of staff asks children what they think items look like and why characters behave in a certain way. Children respond by describing that some things "look like hair" or "could be a beard" and describe how characters "dig for hidden treasure". Staff make the most of these opportunities to teach children early literacy skills such as listening for rhyming words and children respond by calling out "found rhymes with ground" and "funny rhymes with bunny". These highly positive learning experiences help children to develop crucial skills to prepare them for starting school.

Staff make the most of everyday activities to encourage children to develop mathematical thinking, such as counting out ingredients whilst baking and comparing weights. Staff have an excellent approach to organising toys, resources and activities. As a result, children make independent choices regarding what they would like to play with and how they spend their time. For example, babies crawl around the room and select items from the rich variety of items that allow them to explore with their senses and older children enjoy choosing between indoor and outdoor learning.

Children express themselves through painting and use their imagination in the excellent role-play areas. They delight showing visitors the musical instruments they made using boxes, containers, string and paint. They enthusiastically describe how they made them and how they produce sound. This clearly demonstrates how children are motivated and feel proud of what they have accomplished.

Staff provide an outstanding range of resources, both indoors and outdoors, which enable children to develop the skills necessary for starting school. All playrooms have a wealth of colourful displays and captioned photographs of children participating in activities. These creative and positive displays help children to connect their experiences and reinforce what they have learnt.

Staff offer highly positive support to help children prepare for change, by arranging visits from local primary schools, reading stories about starting school and talking about what children will experience. Staff make the most of opportunities when siblings return to the nursery wearing school uniform, to talk to children about how they too will move onto to school. This excellent approach helps children to feel positive about the changes they will experience.

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

The nursery is extremely well organised and has a very calm and welcoming atmosphere. When children start at the nursery, they are allocated a member of staff who is their key person. Staff have a flexible approach and observe who children become attached to and re-allocate key persons if necessary. Consequently, children very quickly settle and form positive attachments with their key person, which enables them to feel secure. The positive relationships are evident throughout all age groups. For example, babies bounce with delight and excitement when staff arrive in the room and hold their arms up for a loving cuddle. Toddlers cuddle into staff and seek support and reassurance when needed and older children enthusiastically describe how staff "help them to play" and "teach them to be safe". These trusting relationships help children to feel secure and to develop high levels of independence as they explore the highly stimulating environment. For example, babies navigate around the room and help themselves to toys, before returning back to staff for a cuddle and a story with their key person. Older children benefit from a superb balance of independent play and group play combined with well-planned, exciting adult-led activities, such as learning letter sounds as they dig for letters hidden in sand.

The staff team implement scrupulous systems to ensure all children's health and dietary needs are met at all times. All staff describe children's individual dietary requirements across all age groups and clearly describe individual health care plans in detail. This demonstrates that the importance of meeting children's needs is embedded throughout the nursery.

Staff teach children about the importance of exercise, and a healthy diet, and regularly talk about ways to keep healthy and safe. Children relish playing in the outdoor area, balancing on beams, riding bikes and jumping in and out of large tyres as they develop excellent physical skills. Children develop a clear understanding of positive behaviour, because staff put excellent practices and routines in place to ensure children fully understand what is expected of them. For example, staff constantly praise, affirm positive behaviour, and plan purposeful activities to teach children to collaborate and share. These positive experiences promote an atmosphere of calm and shared respect. Staff are outstanding role models and create a calm atmosphere throughout the nursery. They are extremely respectful towards children and their families. For example, they introduce children and parents to visitors and explain who they are and why they are visiting. This helps children to feel safe and gives them the confidence to talk to visitors about what they enjoy doing at the nursery.

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

Leadership and management are outstanding due to the clear management structure. The manager receives support from an area manager and early years advisor. They work together to ensure an excellent approach to meeting the learning and development requirements. They monitor the educational programme and quality of teaching rigorously and consistently assess the impact on outcomes for children. Management provide high quality professional supervision for all staff, including regular observations carried out by

the manager, regular meetings and appraisals. These excellent systems mean that opportunities for staff to enhance their knowledge and understanding of childcare practice are excellent. Children clearly benefit from the outstanding quality of teaching delivered from hard working team of staff.

The registered provider, manager and staff team have an excellent understanding of their roles and responsibilities in regard to the safeguarding and welfare requirements of the Early Years Foundation Stage, with excellent systems in place to ensure these are implemented at all times. They put comprehensive policies and procedures in place, which underpins the extremely safe and efficient management of the nursery. Access to the premises is extremely secure as it is through two number coded security doors with a buzzer system for visitors and CCTV. Management have a vigilant approach to assessing the security of the premises and added the additional security door in order to provide high levels of security when management are working within the nursery and entrance desk.

Systems for the safe recruitment of suitable staff are extremely robust and consistently implemented. The organisation and deployment of staff is excellent, which means staff manage the day-to-day activities skillfully. Records show that staffing arrangements meet the needs of all children and management deploy staff to ensure children's needs are met at all times. For example, during rest time, some staff sit with sleeping children, whilst others accompany children who do not want or need to sleep as they play in the indoor and outdoor areas.

The nursery has developed highly effective partnerships with other professionals and agencies. Staff explain how they work closely with outside agencies to support children when necessary and work in close partnership with local schools to provide continuity in children's learning.

Many parents commend staff for their caring approach to meeting their children's needs. Staff provide parents with regular written and verbal updates about what their children enjoy and achieve. They share observations of progress and guide parents on how they can help their children's progress in most areas of development at home. The nursery has a clear and detailed complaints procedure in place and management address any concerns parents raise appropriately. Parents complete questionnaires and staff take prompt action to address areas for change. For example, parents felt they would like detailed notices, menus and information displayed conveniently in the nursery. As a result staff introduced a new parents' information board in a prominent location displaying menus, current newsletter and information about up-coming events.

All recommendations from previous inspections have clearly been implemented and the management team applies highly productive systems to maintain continuous improvement. Plans for the future include further enhancement of the excellent outdoor area and the development of a parent forum. The manager and her team demonstrate a strong willingness to embrace change in order to improve outcomes 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
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	EY392288
Local authority	Richmond upon Thames
Inspection number	912695
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	86
Number of children on roll	55
Name of provider	Kidsunlimited Limited
Date of previous inspection	29/10/2009
Telephone number	08453652900

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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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