

Kidsunlimited Nurseries - First Direct Stourton

Stourton, 40 Wakefield Road, Leeds, West Yorkshire, LS10 3TP

Inspection date	26/03/2013
Previous inspection date	08/03/2011

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 have good opportunities to develop their language and literacy skills through conversation, writing their own stories, rhymes and singing.
- Children settle well because high priority is given to working in partnership with parents. They are fully involved in the life of the nursery and their children's learning.
- Very young children have good opportunities to learn through exploring a wide range of materials and resources that are open-ended and can be used in a variety of ways. This effectively promotes their curiosity and helps them to make sense of their environment.
- Children are cared for by a well-led and managed staff team. All members are friendly and approachable and give high priority to providing a safe and stimulating environment for children to play and learn.

It is not yet outstanding because

- Some of the older children do not have consistently rich opportunities to use information and communication technology because resources to support this are not as wide as possible across all units of the nursery.
- Occasionally, the lay out of the tables at lunch time prevents some of the older children from engaging easily with staff and one another. This means that they do not always benefit fully from the social experience of mealtimes.

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 had a tour of the premises and observed children playing in all the indoor areas.
- The inspector met with the manager, deputy manager, early years teacher and a representative from the company.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector checked evidence of suitability and qualifications of staff working with children and discussed the provider's improvement plan.
- The inspector looked at a selection of children's learning records, planning documents, policies and children's records.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Diane Turner

Full Report

Information about the setting

Kidsunlimited Nurseries - First Direct Stourton is one of a number of nurseries run by Kidsunlimited and is privately owned. It has been operating since 1994 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery operates from 12 rooms split into three units in the First Direct building in Leeds, West Yorkshire. It has a number of areas for outdoor play. The nursery provides care for children whose parents work at First Direct. The building is accessible to all children.

The nursery employs 43 members of childcare staff, including the manager. Of these, 35 hold appropriate early years qualifications at level 3, one has Early Years Professional Status and one has Qualified Teacher Status. The nursery opens Monday to Friday for 52 weeks of the year. Sessions are from 7am until 6.15pm. Children attend for a variety of sessions and there are currently 192 on roll, all of whom are in the early years age group. The nursery provides funded early education for three- and four year-olds. It supports children, who have special needs and/or disabilities. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- enhance the educational programmes for understanding the world by; consistently providing a wide range of resources across the nursery units that enable all older children to have rich opportunities to use information and communication technology

- enhance the social experience of lunch time by organise the lay out of the tables more effectively to enable all older children to easily engage with staff and one another.

Inspection judgements

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

All staff have a good understanding of the Early Years Foundation Stage and how children develop. Their enthusiastic approach motivates children to learn, which means that they become fully engaged and make good progress towards the early learning goals. Consequently, children are well prepared to move on to school. Staff give high priority to

promoting children's communication, language and literacy skills. For example, toddlers become fully immersed because staff enable them to use instruments to accompany their singing. As a result, they join in with gusto as they shake bells and sing 'twinkle, twinkle, little star'. This effectively enables them to develop and practise their vocabulary. Staff support and scaffold older children's early writing skills very well. For example, they encourage them to 'write' their own books by acting as their scribe. They encourage the more able ones to write over the top of or copy their writing. Older children are encouraged to learn about letters of the alphabet and how these make up words in fun ways. For example, a member of staff provides newspapers and helps children to find and highlight letters in the text that make up their name.

Staff skilfully enable children to learn together and from each other during small group activities. For instance, a group of pre-school children wait in anticipation to see what will be inside their 'light dome'. A member of staff lifts the lid to reveal items linked to Easter and skilfully encourages children to count how many toy chicks there are. She extends their learning further by asking them to count how many are left when one is removed. Finally, she provides children with a pipe cleaner each, so that they create their own 'egg' shape. All of which, supports children's understanding of mathematical concepts very well. Staff provide a stimulating environment throughout the nursery. Print is displayed in all areas to show children words have meaning and there is good amount of children's work on display. This shows their efforts are valued and appreciated. Toys and resources are readily available at children's height, which means that they are able to choose what they want to play with. However, the range of resources to support older children's understanding of technology across the nursery is not consistently wide. For instance, children in only two of the units can independently use computers to support their learning and use a camera to take photographs of their environment.

Staff provide very young children with a wide range of resources and materials that can be used, moved and combined in a variety of ways. For instance, a group of babies explore the texture of paint. They show interest and curiosity as staff paint their hands and feet and show them how to make prints with these. A toddler becomes fully immersed as a member of staff sits back and gives them time to explore a range of bottle tops. They turn these round in their hands and put them in a tin, showing surprise at the noise this makes. Another group of toddlers enjoy using sheer scarves. They giggle as staff initiate playing peek-a-boo with the scarves, safe in the knowledge that they can still see their carers. Staff skilfully extend the activity by showing children how to throw the scarves up in the air and to watch them float down. They emphasise words, such as high and low as they do so. All of these activities support children very effectively in making connections in their learning.

Staff skilfully observe children and accurately assess their learning. They keep clear records of their progress, which means that they have a good understanding of their abilities. High priority is given to encouraging parents to play an active part in their children's learning. For instance, 'memory boxes' are provided, which children can use to take home and share an item that they enjoy playing with at nursery. Parents are actively encouraged to share information about their children's learning outside the nursery. For example, they record their children's current interests and what they have achieved at home on 'petals'. These are then used collectively to recreate a flower picture. This means

that staff can plan precisely for the next steps in children's learning because they have a full picture of their development.

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

Children's transition into the nursery is managed very effectively. Pre-placement visits are tailored to meet their individual needs and their key person work closely with, and communicate very well with parents. This ensures that they are fully informed of children's care needs and how to meet them. Consequently, children settle well and are emotionally secure, which gives them a strong base for their learning. In turn, they are confident to engage in new experiences, including those outside the nursery. For instance, older children regularly join in with events at their parent's place of work, such as observing a dragon dance to celebrate the Chinese New Year. This supports their further learning and transitions to school. Children are keen to discuss what it is they like about the nursery and enjoy sharing their previous learning with visitors. One child is keen to tell the inspector about a visit they enjoyed to the library in the city centre. They delight in recalling how they and their friends travelled by bus and borrowed a book about bones and how they then set up their own library in their room.

Staff are very proactive in helping children to follow a healthy lifestyle. For example, they have regular access to outdoor play, which means that they benefit from fresh air. They develop good physical skills as they use equipment, such as trikes and run up and down a grassy mound. They enjoy walks in the nearby wooded area, which also enables them to observe nature and the seasons. For example, they gather blackberries from the hedgerows. Toddlers have access to a slide indoors, which enables them to develop their climbing skills as they use the steps. They also learn to use their bodies in different ways as they curl up small and pretend to be sleeping bunnies. Fresh fruit and drinking water is available at all times for children to help themselves to and they can take a piece of fruit home if they wish. Meals are nutritious and freshly prepared on-site. Children enjoy their food, with many requesting seconds at lunch time. This means that they develop a positive attitude to healthy eating. Children sit together to eat. However, the organisation of tables in one unit means that children sitting at a small table are not able to engage easily with staff and their peers, who are seated around two large tables. This means that they do not always benefit fully from the social experience of mealtimes.

Children learn to behave well because staff ensure that they have secure routines and opportunities to develop their independence. This means that children become confident in doing things for themselves. For example, older children help to set the table for lunch. They collect their plate of food from the serving table and take care when carrying this back to their table. Children help to clear away their plates when they have finished eating, to keep their environment tidy. Staff are specific with their praise and acknowledge children's efforts as well as their achievements. This means that children develop confidence and a growing sense of self-esteem. For instance, a member of staff tells a young child, they are 'very clever' as they work out how to bang two blocks together, to make a sound. Staff actively encourage children to keep themselves safe. For example, they explain why they are removing the flaps from cardboard boxes, so children do not scratch themselves as they crawl inside them.

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

The manager and her deputy have a good understanding of the requirements of the Early Years Foundation Stage. They work cohesively to ensure that all aspects are met successfully. The recruitment and vetting of staff is thorough, which means decisions that are made about their suitability are well informed. Staff's understanding of child protection issues is good because they attend regular training. This includes opportunities to work out how to deal with different safeguarding scenarios, so they are well prepared for any real events that may occur. The security of the premises is good and thorough safety assessments are undertaken on all areas and for specific activities. Any risks are minimised effectively, which means that children are well protected.

The staff team work very well together and are committed to their roles. They carry out their duties very efficiently. Consequently, the nursery operates smoothly and children are well supervised and supported in their learning. Good attention is paid to monitoring staff's performance. A member of the team, who is a qualified teacher undertakes regular observations of each member's practice, to judge the quality of their teaching. She checks children's learning records to ensure that these are completed consistently and provide a clear picture of their progress. If areas for improvement are identified staff are supported fully to address these, which improve the outcomes for children's learning. Annual appraisals are also carried out by management to support staff in planning for their ongoing professional development.

The manager is passionate about the nursery and gives high priority to monitoring the service and bringing about continuous improvement. All staff are encouraged to contribute to the self-evaluation document and parents and children are consulted on a regular basis to ensure that their views of the service are known and responded to. Room leaders are responsible for monitoring the provision in their rooms. For example, they observe how children use the different areas to support their learning and change or add resources where necessary. Recommendations raised at the last inspection have been successfully addressed. This has resulted in children having ready access to mark-making materials in all areas, to support their play. Recent training has significantly improved staff's knowledge of how children learn through outdoor experiences, such as playing with mud. A mud pit is now available in the outdoor area to support this.

Staff give high priority to establishing and maintaining excellent partnerships with parents. They keep them very well informed about all aspects of the service and encourage them to be fully involved in the life of the nursery. For example, they are invited to open-evenings when staff explain about the Early Years Foundation Stage. Through the 'talented Dads' initiative, male carers are actively encouraged to share their skills and different professions with the children. Parents are keen to share their views of the nursery and these are very complimentary. For instance, one describes the care as 'fantastic' and another describes staff as 'very caring and approachable'. The nursery has good links with other early years providers in the area. For instance, teachers from the

local schools regularly visit the nursery, to get to know children and observe their learning before they move into their care.

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	319379
Local authority	Leeds
Inspection number	910157
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	237
Number of children on roll	192
Name of provider	Kidsunlimited Limited
Date of previous inspection	08/03/2011
Telephone number	0845 365 2928

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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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