

Kidsunlimited Nurseries - Clairmont

126 Gravel Lane, Wilmslow, Cheshire, SK9 6EG

Inspection date	16/04/2013
Previous inspection date	16/07/2010

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

- Children are extremely well motivated and readily engage in new learning experiences. They explore the environment with confidence and enthusiasm and use resources extremely effectively to support their learning and play.
- Robust and highly effective systems for observation, planning and assessment are in place. Consequently, the exemplary practice provides a range of challenging age and stage appropriate activities to capture children's interest.
- A highly skilled team of practitioners are led by inspirational managers to ensure that all children are offered excellent quality opportunities for learning. The management team effectively monitor the provision and support staff to ensure the very best outcomes for children's learning, leading to exceptional practice.
- Children make excellent progress in all areas of their learning. They are supported exceptionally well by skilled practitioners who plan a wealth of exciting and stimulating learning opportunities based on children's interests, their own observations and the information, which they receive from parents.
- Transitional arrangements to support children moving through rooms and onto school are excellent and ensure consistency and a seamless journey, through comprehensive information about the child's learning, development and interests being shared.

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 in all rooms and the outdoor learning environment.
- The inspector spoke to the management team, parents, practitioners and children throughout the inspection.
- The inspector conducted joint observations with the deputy manager.
- The inspector looked at all required documentation, sampled policies and procedures and an example of children's developmental records in each room.

Inspector

Ron Goldsmith

Full Report

Information about the setting

Kidsunlimited Nurseries - Clairmont in Wilmslow, Cheshire was registered in 1983 and is part of a large nursery chain run by Kidsunlimited. It operates from five rooms in a two storey house and a separate single storey baby unit on the same site, which has three rooms. There are enclosed areas available for outdoor play. The nursery is registered on the Early Years Register. There are currently 103 children from birth to five years old on roll. The nursery provides funded early education for two-, three- and four-year-old children. Children with special educational needs and/or disabilities attend the nursery, as do children, who speak English as an additional language.

The provision opens Monday to Friday, all year round, except for bank holidays. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There is a total of 31 staff, of which 28 work directly with the children. Of these, 21 hold appropriate early years qualifications. One member of staff holds Qualified Teacher Status. The setting 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 opportunities for children to further investigate the natural world, such as by implementing plans to develop a growing area for children to plant and tend their own vegetables.

Inspection judgements

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

Practitioners have an outstanding knowledge of the Early Years Foundation Stage and use this extremely well to support children in their learning and development. The child-centred environment is decidedly appealing and contains a variety of rich and imaginative resources, which dynamically promote children's learning through a wide range of learning experiences. There are several rooms where practitioners care for babies, toddlers and pre-school children. Practitioners ensure that the activities in each room, whether adult-led or child-initiated, inspire children to become highly motivated learners. For example, pre-school children go on a bug hunt in the garden and talk about what they need to find bugs and where they might be. They identify that magnifying glasses will help them to see small tiny things and establish, through discussion, that they might hide under trees and leaves for protection. Practitioners leading the activity introduce and discuss key words and concepts, skilfully extending children's language by modelling and posing questions,

such as 'how many legs will insects have?' When children find small feathers, practitioners encourage children to explore their own ideas by asking where they might come from and will it be a small or large bird'? Children use tools, such as trowels to lift earth and dig and when they discover an insect, they shout out gleefully, 'I've found one'. In this way, staff skilfully impact on the quality of children's learning by developing the inquisitiveness of children and encouraging them to explore and think about the world around them. This teaching promotes children's language and recall skills and has a positive impact on their capacity to learn.

Children are extremely confident and self-assured, exploring their surroundings with a huge level of enthusiasm. The outside area is very well resourced and imaginative and further plans are in place to develop a vegetable patch. Children explore the woodland and nature trail by confidently climbing amongst the trees and on the outdoor structures. They devise games of their own under canopies and small den areas. The stimulating environment combines a range of natural objects, such as bamboo plants, which rustle in the wind, with bright and imaginative and resources that significantly enhances children's learning. For example, the inclusion of streamers and wind chimes, which help children consider the natural world further through exploring the effects of wind. Children use the outdoor environment with huge enjoyment and engage in independent and imaginative play. All areas of learning are exceptionally well promoted in the outdoors, which children enjoy accessing on a daily basis.

The interests of individual children are integrated into planning activities, which inspire and challenge them. As a result, each individual child makes rapid progress. Children with special educational needs and/or disabilities are very much included in what the nursery plans and through strong partnership with parents and external agencies, the setting ensures children make the best possible progress. Practitioners ensure that they support children's personal, social and emotional development through building on their first-hand experiences. For example, when children show an interest in pirates, the setting uses this as a vehicle to drive their learning in all the areas. Children, who speak English as an additional language receive high levels of individual support and practitioners ensure that their home languages and cultures are well represented in the nursery through the use of relevant words and pictures.

Management ensure that there is robust observation and assessment procedures in place to monitor children as they work towards the early learning goals and develop the necessary skills to support their readiness for school. The next steps in children's development are clearly identified as highly skilled practitioners use a development tracker. Practitioners frequently identify children's skills and assess if they are emerging, developing or embedded. This is rigorously monitored to ensure that it is accurate and precise. Parents contribute to children's learning by undertaking observations at home and commenting in daily diaries. Practitioners undertake initial assessments, which are shared and revisited with parents, to identify children's developmental starting points upon entry and when they have been at the setting for some months. This allows a consistent approach in supporting children's needs between home and nursery. Parents are kept very well informed of their child's progress through parents' evenings, assessments, newsletters and daily verbal feedback. A parent nursery association meeting is also held

frequently to strengthen partnership working and as forum to exchange, inform and influence what the nursery is able to do.

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

Children are extremely happy and settled in the warm and welcoming environment. They demonstrate an exceptionally strong sense of security and belonging within the setting. The key person system is very well established and practitioners have an excellent understanding of their roles and responsibilities to meet the needs of the children in their own key group. Consequently, children form strong attachments, enhancing their sense of security and belonging. The preparation and support given to children by practitioners through transitions to school or through the nursery to their new rooms is extensive. Their key person visits with them and they are sensitively encouraged to begin new relationships with the practitioners and the children. Therefore, children are very happy and settled in this nursery. Parents are consulted and the amount of time this takes is dependent on the parents' wishes and their children's individual needs. As a result, children feel confident as they change rooms and this helps them to build close relationships.

Practitioners are highly skilled in recognising the uniqueness of each child and providing for their individual needs and interests. Babies are confident to explore their surroundings safe in the knowledge they have the support of nurturing practitioners and feel secure. They form close attachments to the practitioners and enjoy cuddles with them as they listen to music or explore the different shape, weight and texture of natural objects in treasure baskets. Children are extremely well nourished. They readily drink water and practitioners ensure this is available to them at all times by taking water bottles with their photographs on to the outdoor areas. Children enjoy healthy snacks of fresh fruit and eat well-balanced and nutritious meals. Food is freshly prepared everyday on the premises and this helps children to establish healthy eating habits. Children serve themselves sweet and sour chicken with rice and vegetables and display exemplary good manners by waiting for all children to have food on their plates before eating. They happily sit in small key person groups at mealtimes and they talk happily with their friends and practitioners, which successfully promotes their conversational skills. Babies demonstrate independent self-care skills, as practitioners encourage them to feed themselves.

Practitioners respect children's individual care needs and routines very well, allowing them to access the bathroom and wash their hands independently before meals and after messy play activities. All children benefit from fresh air daily as they have an abundance of opportunities to enjoy the outdoor environment in all weathers. An interesting outdoor nature trail forms part of the garden of the nursery. This means that children have excellent opportunities to explore and practise their physical skills in an exciting and stimulating environment. Practitioners implement Forest School principles to ensure that children get the maximum learning opportunities outdoors, including how to manage risk successfully. Practitioners are fully aware of their responsibilities in keeping children safe and are vigilant, while allowing them to have sufficient challenge in their physical play. For example, the nature trail offers ample opportunity for the children to stretch their abilities and take risks, for example, by climbing trees at a low-level, under close supervision.

Children are developing high levels of self-esteem because practitioners are attentive and value their contributions. Practitioners act as good role models, so that children learn about sharing and turn-taking and practitioners skilfully help them to share popular resources. Children learn about respect and consideration for others and enjoy participating in activities, which create resources for a nursery in Africa. For example, children send pictures and help to raise money for an African charity and when a member of staff comes back from the nursery, they use information and photographs to learn more about the country. In this way, children gain an excellent understanding of their own and others' cultures, beliefs and lifestyles. A wide-ranging assortment of toys, resources and books that reflect positive images of the diverse society are also in place to support children's learning of the wider world.

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

Leadership is inspirational. The registered provider and management team pursue excellence in all areas. Leaders and managers have consistently high expectations for the quality of care that is offered to children and families. All documentation and procedures are robustly reviewed and updated to ensure that all requirements of the Early Years Foundation Stage are exceptionally well met. Comprehensive policies and procedures are reviewed regularly to ensure that they meet the safeguarding and welfare requirements of the Early Years Foundation Stage and reflect the outstanding practice.

Confidentiality is maintained as records are stored securely and only shared with relevant parties. Managers and practitioners have embraced the culture of self-evaluation and their high aspirations ensure continued improvements are detailed in comprehensive development plans for the nursery. All parents contribute to the evaluation through a parents' forum, questionnaires and daily interaction with staff. Rigorous recruitment procedures ensure that all practitioners are suitable to work with children. A thorough induction programme provides excellent support, encourages teamwork and sets very high standards.

A high quality performance and appraisal monitoring system is implemented to ensure that training and professional development is tailored to both the practitioners' needs and to those of the nursery. Managers consistently observe and review the work of practitioners, which significantly enhances the quality of teaching and learning. Practitioners' individual skills are recognised and they work well together as a team. The result is that they feel valued and are motivated. The premises are secure throughout, so no unauthorised person is able to gain access. Rigorous risk assessments of the premises and outings, completion of regular fire drills and qualified first aiders means that children's well-being is paramount.

All practitioners demonstrate a comprehensive knowledge of the safeguarding policies and procedures. Completion of child protection training means that managers and practitioners are up to date with current practices and able to implement them effectively if they have a concern about a child's welfare. There is a very positive partnership with parents. They

express how they are welcomed into the nursery and how they are positively encouraged to be involved in the children's learning. Families are invited to bring an added dimension, enhancing the learning experience for all children. For example, parents and grandparents' days, enable the involvement of all those, who want to be to become fully immersed in nursery life. Parents are extremely complementary about the nursery and the service it provides. They comment on the 'high competence of the practitioners', the quality of learning experiences, which they are provided with and the effectiveness of the key person system. Exemplary partnerships with external agencies involved in supporting children's care and education means that the needs of all the children are exceptionally well 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	EY240139
Local authority	Cheshire East
Inspection number	908900
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	96
Number of children on roll	107
Name of provider	Kidsunlimited Limited
Date of previous inspection	16/07/2010
Telephone number	01625 548 352

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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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Piccadilly Gate
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M1 2WD

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