

Kidsunlimited Nurseries - Epping

St. Margarets Hospital, The Plain, Epping, ESSEX, CM16 6TN

Inspection date	18/04/2013
Previous inspection date	05/08/2011

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

- Staff have effective teaching skills and plan a wide range of purposeful play with a good balance of adult-led and child-initiated activities, which supports children's learning well and helps them to make good progress.
- There are warm and caring relationships between children and all staff, particularly key persons. Children's behaviour is good and they are well settled and secure.
- Staff establish positive and trusting relationships with parents. An effective two-way flow of communication supports children's welfare and learning and development.
- Staff have a good awareness of their responsibility for safeguarding and check that the resources and premises are suitable and safe.

It is not yet outstanding because

- There is scope to extend the range of multicultural resources, particularly in the role play area, that reflect a range of cultures and backgrounds to promote children's very good understanding of the world further.

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 children's play and staff interaction.
- The inspector and acting manager undertook a joint observation of a teaching activity.
- The inspector talked with available staff and held discussions with the acting manager.
- The inspector examined documentation, including a representative sample of children's records, self-evaluation documentation, display materials and staff suitability records.

Inspector

Clair Stockings

Full Report

Information about the setting

Kidsunlimited registered in 2006. It is on the Early Years Register. It is owned by Bright Horizons Family Solutions. It operates from purpose built premises in the grounds of St Margaret's Hospital in Epping, Essex. It serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The nursery employs 25 members of child care staff. Of these, 20 hold appropriate early years qualifications, including one who holds Early Years Professional Status.

The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6.30pm. Children attend for a variety of sessions. There are currently 163 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children.

What the setting needs to do to improve further

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

- extend the range of resources in the role play area to include more toys and objects that reflect children's family lives and communities. Also include resources that reflect lives that are unfamiliar, to broaden children's knowledge and reflect an inclusive ethos.

Inspection judgements

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

Staff have a good understanding of the seven areas of learning, which ensures they are skilled in planning to meet each child's individual needs. Teaching is very effective as staff use their knowledge to identify specific starting points for each child and maintain detailed records on how well they are progressing. They carefully evaluate each activity to help identify and narrow any gaps in the children's learning. Consequently, children thrive and make good progress in their learning and development. Effective systems to engage parents in all aspects of their child's learning are in place. Parents complete detailed records with staff on their child's admission to the setting so that a robust assessment of each child's abilities is made. This ensures staff can plan specifically for individual children. The strong key person system ensures parents are well informed about their children's achievements and progress. They have regular meetings with staff to share information about their child's development and share their own observations from home. This

effectively involves parents in their child's learning.

Children are relaxed and eager to learn and embrace new experiences with excitement. They participate in a varied range of activities, both inside and outside, and these include a good mix of adult-led and child-initiated play. They play outside on a daily basis and the outdoor area promotes children's skills and confidence. Children have access to a wide variety of physical play equipment and this includes wheeled toys, balls and a climbing frame. There are plenty of places for them to run around, hide and explore. Here, staff help children to safely take risks and explore through play, with learning extended through playful teaching. For example, staff make good use of a spontaneous learning opportunity arising from a child spotting a passing aeroplane. Staff encourage children to suggest its possible destination and actively engage children's interest as they support them to make paper aeroplanes. Children's mathematical understanding is effectively supported by staff as, together, they compare the distance, height and speed of flight achieved by their paper aeroplanes. Indoors, children select from a range of writing resources as they choose to customise their aeroplanes, so developing their early writing skills. The indoor environment is effectively organised, allowing children to freely access a developmentally appropriate range of toys and resources covering all areas of learning. However, there are fewer resources in the role play area that fully reflect diversity, to help children learn about similarities and differences between themselves and others, and among different families and communities. Exciting outings to the local park, shops and farm provide experiences for children to find out about the world around them.

Staff are skilled at supporting children's communication skills. Babies have lots of eye contact with very attentive staff, who respond to their babblings and early attempts to form words. They show children how to pronounce some words by responding and repeating what they say in the correct way. Staff engage actively in conversations with the children during play, and give them time to initiate discussions from shared experiences, such as, talking about animals. They listen intently to what children say and do, ensuring children feel valued and boosting their self-esteem and confidence. Staff effectively encourage children's development in early literacy as children are eager to share books with them. They enjoy snuggling up together to share a favourite book, establishing children's interest in reading for pleasure and purpose. Older children are confident speakers, keen to introduce themselves and share a joke with visitors to the nursery. Consequently, children are gaining skills which help prepare them for school.

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

Children play a full and active role in their learning in this warm and welcoming environment. Upon arrival, older children settle swiftly to an activity of their choice and confidently seek assistance and reassurance, if needed. Babies and toddlers share a warm relationship with their key person and other staff, who are kind and gentle towards them. From an early age, they explore their surroundings, supported effectively by attentive staff. Regular praise and encouragement helps to promote children's self-esteem. Effective settling in routines help children create strong bonds with staff. As a result, all children form secure emotional attachments to staff. These good relationships also help to prepare children for future transfers, for example, from one base room to another within the

nursery and, later to school. Staff foster children's sense of belonging well through the vibrant display of their photographs, paintings and collage work all around the nursery.

Staff promote children's awareness of developing a healthy lifestyle effectively through regular indoor and outdoor physical play opportunities. Nursery chefs prepare nutritious and appealing meals that are well-balanced, which helps children to establish healthy eating habits. At meal times, children sit in sociable groups joined by attentive staff. These small groups successfully promote children's conversation skills very effectively as they chatter happily with their friends. Children play cooperatively with their friends, taking turns and demonstrating respect for each other. Staff apply clear, consistent boundaries and, consequently, children's behaviour is good. They encourage use of manners, with gentle reminders to say 'please' and 'thank you'. Older children willingly take on responsibility, for example, as they help to tidy away their toys after play. Consistently high expectations result in children managing their own personal needs without staff intervention, such as, putting on their own coat for outdoor play. During play outdoors they listen carefully and adhere closely to the instructions of staff and regularly practise the emergency evacuation procedures. This demonstrates a mature attitude to taking responsibility for the safety of both themselves and their friends. As a result, children enjoy their experiences in the nursery and learn good skills that support their future learning.

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

The provider has a good understanding of the safeguarding and welfare requirements. The management team deploy staff well and adhere to regulatory ratios, resulting in them supervising the children effectively to promote their welfare. Procedures for safeguarding children are good as staff understand their responsibilities and are fully aware of the procedure to follow should they have a concern. Robust vetting procedures check staffs' suitability to work with children. Effective induction procedures are in place to support new staff to fully understand their role. All staff play a part in assessing and minimising any potential risks to children and this is detailed on the thorough risk assessments put into place.

Partnerships with parents and carers are a clear strength of the nursery. Parents warmly praise the 'caring and friendly' staff team and the good progress their children are making. Parents continually receive high levels of information about their child and are actively encouraged to be involved in their progress. Parents' views and opinions are sought and incorporated into the routine and planning so that the individual needs of children are fully met. Staff promote good links with other early years providers, which further aids children's progress and development. Information sharing is effective and this eases children's move to other settings or onto school.

Managers and staff set themselves high standards and excellent systems are in place to help them continually reflect on their practice. Self-evaluation processes actively contribute to sustaining the effective provision and the very good service they provide.

Evaluation takes account of the views of managers, staff, the local authority advisor, parents and children. Parents complete regular questionnaires and monitoring visits from the local authority are used to enhance the service provided and promote further improvement.

The manager and her team demonstrate a good understanding of the Early Years Foundation Stage and their responsibility to promote the learning and development of all children. They monitor the levels of planning and assessment to make sure these are consistent and display an accurate understanding of all children's skills, abilities and progress. The management team have also recently introduced a tracking system to ensure that all children are making good progress and to identify any gaps in their learning. The manager monitors staff performance both informally, through working alongside the staff, and more formally through annual appraisals. Staff are supported to attend relevant courses and gain additional qualifications. The manager uses regular staff meetings to discuss and share any ideas and practice issues to further promote effective outcomes for children.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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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	EY317215
Local authority	Essex
Inspection number	910423
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	93
Number of children on roll	163
Name of provider	Kidsunlimited Limited
Date of previous inspection	05/08/2011
Telephone number	01992574167

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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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