

# Kidsunlimited Nurseries - Summerfields

Summerfield Village Centre, Dean Row Road, Wilmslow, Cheshire, SK9 2TA

<b>Inspection date</b>	23/04/2013
Previous inspection date	15/06/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>2</b>
	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

- The management team are committed and passionate about driving continual improvement in their well-established staff team and the development of the learning environment. This has resulted in an excellent service with exceptionally well-resourced and cleverly organised indoor and outside spaces providing inviting and stimulating play areas for children throughout the day.
- Children of all ages are very confident, happy and settled with strong relationships with staff members. This ensures they relish the opportunities they have to learn and are making good progress in their communication skills and physical abilities.
- Parents are excellently supported by staff who have been innovative in the ways they help them engage with their child's learning at the setting and when they are at home.

### It is not yet outstanding because

- Staff do not always take every opportunity to introduce new words to children to expand their already good vocabulary and prompt them to ask further questions.
- Information gathered from parents about their child's abilities when children first start to attend tends to focus on personal, social and care issues.
- There is scope to strengthen the information staff have which informs their support of specific aspects of intervention for children with additional needs.

## 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 talked to children in the four main playrooms and in the outside learning environments.
- The inspector held meetings with the manager of the setting.
- The inspector looked at children's assessment records and planning documentation, the settings self-evaluation system and a selection of policies and children's records.
- The inspector reviewed the suitability checks for practitioners working with the children.
- The inspector took account of the views of parents and carers spoken to on the day and written questionnaires.

## Inspector

Sarah Rhodes

## Full Report

### Information about the setting

Kidsunlimited Summerfields Day Nursery opened in 1998 and is one of a large nursery chain run by Kidsunlimited which is part of the Bright Horizons group. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from the ground floor of purpose built premises situated on the outskirts of Wilmslow. There are several enclosed areas available for outdoor play. The setting employs 14 members of childcare staff. Of these, all hold appropriate early years qualifications, one at level 2 and 13 at level 3. Of these, three also have early years degrees. The setting is supported by an Early Years Professional who visits from a sister nursery to assist with staff monitoring and training.

The setting opens Monday to Friday, all year round, apart from bank holidays. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 60 children attending who are in the early years age group. The setting provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

### What the setting needs to do to improve further

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

- introduce new words to children in the context of their play and activities to further expand their vocabulary
- expand the information gathered from parents about their child's developmental starting points to further enhance planning of children's learning experiences
- enhance the information staff have about the best ways to support children with complex needs by, for example, developing further the links between individual keyworkers and specialist schools for children with additional needs.

### Inspection judgements

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

The nursery promotes children's learning and development well. The calm, but industrious environment has a very child centred philosophy which puts the children and their parents

at the heart of what the nursery does. The well-established staff group get to know the children very well and they consider their learning styles and activities which will sustain their interest. They have adapted the environment to provide children with interesting and extensive indoor and outdoor spaces and children can access the outdoor learning environments for a high proportion of the day. The children are confident from a young age, choosing activities and following through on their ideas or investigations. For example, older children study a spider and then watch it settle back into the garden, whilst others spend time practising their writing skills or expressing themselves through paint.

At the start of the placement, parents provide information about their child's abilities through a questionnaire but this tends to focus solely on personal, social and care issues. Therefore, staff do not always develop a wider understanding of children's abilities at home right at the start of the child's time at the nursery to fully extend learning opportunities. However, staff have made considerable effort to support parents in developing their understanding of how to help and sustain their child's learning at home. They have set up cosy story areas for parents and children to share stories together and provide books that can be taken home and enjoyed. This supports children and parents in developing communication and language skills together and also provides practice in using reading scheme books in preparation for the transition to school. Once children start attending the nursery, observations are undertaken to ensure staff quickly establish children's abilities. Ongoing observations are used to inform the tracking sheets which measure children's progress across all areas of learning and are used to draw up a narrative record of children's progress for the progress check at age two. Information about children's progress is not only exchanged formally with parents at the progress check, but also on a termly basis throughout their time in the nursery, ensuring they are well informed. The manager is able to track the progress of groups of children, for example, boys attending the nursery or children with English as an additional language or additional needs. This allows her to ensure that children are making expected progress in line with their abilities.

The children are making very good progress in their communication, language and literacy skills with all children developing into confident communicators. Even toddlers are well engaged at song time understanding the names of their play mates and enjoying joining in songs and rhymes. Older children enjoy 'show and tell' sessions with their group which helps them learn the key skills of listening to instructions, as well as respecting and listening to the contributions of their friends. However, staff do not always take opportunities they have during children's play to introduce more complex new vocabulary to develop children's knowledge even further. Children grow in their ability for sustained thought because staff support children to think of solutions for themselves. On the day of inspection, some pre-school children explained to the inspector how they would protect their clothes when painting through using an apron. Letter sounds are introduced and in the pre-school room children are confident about trying to write their name. Numbers, shape, colour and volume are introduced as part of play activities which allows children to develop a deeper understanding of the concepts, for example, playing with pulses and pasta allows children to see and experience large and small volumes. Staff introduce children to cultural differences through activities based around cultural festivals and national events to ensure they start to develop an understanding of the wider world.

Where there is a particular connection with one of the children in the group room the expertise of the parents is used to extend and deepen the experience for the children.

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

The processes to help children settle into the setting are high effective. Children and their parents quickly build strong relationships with staff. This means children are ready to explore and learn. Staff understand that events at home will have an effect on children's confidence and how settled they are and ensure they build good links with parents to develop ways to support families. Parents' praise the way staff recognise children's personalities and ensure more reserved children are supported to develop into confident children who are well prepared to move on to school. Transitions between rooms in the nursery are actively managed this ensures children are well prepared when they move rooms. Children's behaviour is very good, staff help children think about other people's feelings and they learn to negotiate and share equipment with their play mates. The atmosphere is warm and cooperative.

All children are able to enjoy and explore the natural environment in the inspiring outdoor provision. They have ample opportunity to enjoy exercise in the fresh air because they have easy free flow access to either inside or outside environments from each group room. In addition, a large communal area allows outdoor play on larger equipment where children can develop their climbing and balancing skills and start to manage small risks. Organised active play sessions where children can take part in dance or movement sessions are used to develop children's imagination and control over their bodies. Babies also enjoy outdoor play, whatever the weather, with older babies when necessary using splash suits during outdoor play.

Children's dietary needs are met though the provision of freshly prepared meals created by the nurseries enthusiastic chef. Children who are rising three and older develop their self-care skills as they serve themselves or pour glasses of water at lunchtime or make choices about their snack during the rolling at snack time. All children are encouraged to develop their ability to manage their hygiene needs, such as washing their hands before meals. The layout of the rooms allows children to make choices for themselves from a range of equipment and children show confidence as they make decisions about their own play activities. They are shown how to keep themselves safe through discussions which carefully support them to think through how to manage risk. Where children are identified as having additional needs the help and advice of other professionals is sought to ensure their well-being is maintained and their needs are met.

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

The children benefit from a setting which has a strong childcare management team which is well supported by an administrative team as part of a large group of nurseries. The nursery staff and leadership team are very committed to providing a high quality service

and the nursery manager and her deputy pro-actively monitors the quality of teaching to ensure best practice is maintained. Appropriate recruitment procedures and strong induction processes ensure staff's suitability is established when they are employed. Ongoing appraisals and supervision sessions are undertaken with all staff members to help drive improvement and identify training requirements. These are quickly addressed through staff attending courses or in-house training session with an Early Years Professional. Children are also safeguarded through the implementation of clear policies and procedures which ensure staff can identify child protection concerns and take appropriate action to protect children. The building and grounds are secure which ensures that children cannot leave unaccompanied and helps staff manage the entry of parents and visitors. Staff have a clear understanding of risks and risk assessments for the building and grounds are completed and any concerns are recorded and quickly addressed.

Self-evaluation is undertaken to set realistic objectives which support staff members in providing good quality learning environments. Staff are fully involved in the planning of changes, for example, about how their rooms are organised to support children's learning in all areas of the Early Years Foundation Stage, this means they are fully committed to future developments. The setting also draws on the expertise of the nursery chain advisors and local Early Years Practitioner, they also exchange best practice with other early years settings and professional organisations. Recommendations made at the previous inspection have all been comprehensively addressed.

Partnerships with parents and carers are extremely good because staff have developed a number of ways to help parents and carers feel comfortable and welcomed. Parents exchange information with staff at the beginning and end of the day and use a daily diary sheet. They also have parent's notice boards, newsletters and on-line surveys to gather parents comments, this ensures a good exchange of information. A new innovation is the parent voice group, which is a small group of parents which represent the views of parents. The parent voice group can provide a bridge between the parents and the nursery for those who are less confident about addressing issues directly with the setting.

Partnerships in the wider context are used to develop the quality of education. The setting links with other professionals to help children with additional needs as the need arises. They realise the importance of early intervention for children with additional needs and English as an additional language ensuring that services are in place to support a child when they transfer to school. There is scope to develop more fully the links with specialist schools to access detailed help and advice about aspects of learning for some children with additional needs. The nursery is well aware of the importance of developing links with the other providers of the Early Years Foundation Stage where children attend more than one setting and links with schools to ensure a smooth transition for children and parents. They invite school teachers in to meet the children at the nursery and provide a dedicated parents evening to discuss issues of school transfer, to allay any fears or answer questions parents may have.

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

<b>Unique reference number</b>	305347
<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	909805
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	91
<b>Number of children on roll</b>	60
<b>Name of provider</b>	Kidsunlimited Limited
<b>Date of previous inspection</b>	15/06/2011
<b>Telephone number</b>	0845 365 2934

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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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