

Kidsunlimited Nurseries - Bunnybrookes

1st Floor, Frank Lee Centre, Addenbrookes Hospital, Hills Road, Cambridge, Cambridgeshire, CB2 0QQ

Inspection date	24/04/2013
Previous inspection date	01/04/2010

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- The manager is motivated, professional and focused on improving the nursery. Children therefore make sound progress in their learning and development.
- Children who speak additional languages are welcomed each day in their first language, and see it represented within the setting, which helps them feel valued and supports their learning.
- Babies feel secure and settled as they receive warm, sensitive care, and practitioners know them well which enables them to meet their individual needs.

It is not yet good because

- Arrangements for assessing children's progress between the ages of two and three years do not consistently involve parents.
- There is some inconsistency in staff practice across the nursery because staff do not always recognise how they can help children make good progress.
- Children are inactive for too long during transitional phases of the day, which does not offer them an exciting, challenging nursery experience.

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 each of the five base rooms and the outdoor area, including a joint observation with the deputy manager of a nature-based activity in the outdoor area.
- The inspector held a meeting with the manager of the provision and spoke to children's key persons as appropriate during observations.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of practitioners working within the setting, the provider's self-evaluation evidence and a range of other documentation.
- The inspector also took account of the views of three parents spoken to on the day as well as information included in the setting's own parent survey.

Inspector

Deborah Hunt

Full Report

Information about the setting

Kidsunlimited Nurseries - Bunnybrookes was registered in 1990 and is on the Early Years Register. It is situated in the Frank Lee Centre at Addenbrookes Hospital, Cambridge. Children attend from the local area and surrounding villages. Children may only attend if their parents work at the hospital. The setting is accessible to children and there is an enclosed outdoor play area. The setting employs 31 members of childcare staff, of whom 11 hold an appropriate qualification at level 3 and 13 at level 2. Four staff are working towards a level 3 qualification and one is working towards a level 2.

The nursery opens Monday to Friday from 7am until 6pm, for 52 weeks of the year. Children attend for a variety of sessions. There are currently 126 children attending who are in the early years age group. The setting provides funded early education places 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. The setting receives support from the local authority and is undertaking the local authority quality assurance scheme.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- revise the system for reviewing children's progress between the ages of two and three years, to ensure a consistent approach to sharing this with the parents to enable them to have a clear understanding of their child's development and learning.

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

- monitor staff practice in order to drive improvement in the delivery of the educational programmes, with particular regard to staff working with younger children
- give further thought to the deployment of staff to ensure that schedules and routines flow with the child's needs during transitional times of the day and that children are actively engaged in meaningful activities and learning throughout the day.

Inspection judgements

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

Overall, children at the nursery make satisfactory progress in acquiring the skills, dispositions and attitudes necessary for school or the next stage in their learning. Information, including some details about the child's learning to date, is gathered from parents during introductory visits for children. Practitioners use this knowledge to guide their work with children when they start attending. However, not all practitioners, in particular those in the toddler room, recognise that this information can be used in this way, which compromises the pace of children's learning and development when they first attend. Over the following six weeks practitioners observe and assess children to form their own baseline assessment and decide children's next steps in their learning. A reasonable range of both adult-led and child-initiated activities are provided and adequately meet children's needs. The range of knowledge and experience across the nursery is variable, however, and this leads to inconsistency in the standard of teaching. The babies receive sensitive care from practitioners who know them well and skilfully meet their individual needs. In the pre-school room, children's knowledge develops as practitioners interact effectively with them and support them to make progress in their learning. However, practice in both toddler rooms is variable, with some practitioners missing opportunities to extend children's knowledge, language and understanding. For example, children use paints to create handprints but there is no discussion about the colours and a child who requests a musical instrument is given it and the practitioner then gets up and walks away.

The weekly planning is based on children's individual interests and the observations practitioners carry out. Key persons each plan the activities for their own group of children. Assessments are completed every 12 weeks and parents receive a summary report letting them know the progress their child has made. The setting has a procedure in place to carry out the progress check at age two. However, this is not shared with some parents or clearly understood by all practitioners. As a result, young children's learning is not fully supported by a consistent approach between the home and nursery. Parents are also informed about their children's progress through the children's 'Topic Books' which offer parents suggested activities to try at home and invite them to include their own contributions. This helps promote links between the nursery and the home learning environment.

Children can easily access the reasonable range of resources and play equipment on offer. A group of children in the pre-school room concentrate well as they build a railway track. 'Choo, choo! Off we go' they tell each other as they join trains and carriages together, weaving them round the track on the printed play mat. Other children enjoy freely creating expressive paintings using the brightly coloured, 'spring time inspired' paints they have been given. Turn-taking and listening skills develop as children play a group game about a bear searching for his pot of honey. Two-year-old children complete simple jigsaws, enjoying the conversation they have with the practitioner supporting them. They develop a love of books and become familiar with well-known stories as practitioners sit and read to them and they chose a book to take home as their 'book for bedtime'. Babies

explore and investigate in a safe and interesting environment. Treasure baskets help them develop their sensory awareness as they play with natural resources and practitioners gently encourage them to handle sponges and soft brushes. A baby sits entranced in the ribbon maze, letting the ribbons run through their fingers and making them move. A range of appropriate toys develop babies' coordination and understanding as they press buttons and listen to the sounds they create. Practitioners help them build towers with wooden blocks and support them as they begin to take their first tentative steps. Babies' individual needs are met as a child who becomes upset is settled to sleep with quiet, comforting words and the close presence of his key person.

During outdoor play, children enjoy the freedom they have to run and play chase and use one and two person trikes. They balance on tyres and a wooden beam, scoot and use the rockers. A child seeks out the little bit of shade there is and sits quietly, reading a book. Children work cooperatively as they transport a pile of logs, lining them up in size order and deciding how many they need. They learn about nature as they study the lifecycle of a frog and watch the tadpoles in their room grow and change. They use magnifying glasses to watch them and discuss what happens as they develop. Practitioners engage with children in their play helping them search for bugs and make suggestions about new places to look. Generally, practitioners engage well with children in most small and larger group activities, sharing conversations with them and supporting them to develop their language and communication skills.

Children who speak additional languages are well supported as they see their home language represented within the environment and are greeted each day in their first language. A multi-lingual practitioner is employed and is able to help them make progress as they make sense of a new language. This also helps foster a close working relationship with the child's family, which helps the child feel welcome and secure. The nursery works well with other professionals in support of children with special educational needs and/or disabilities. Key persons strive to ensure they understand the issues for individual children and work closely with parents. This ensures that children receive the support they need and make progress over time given their starting points. Children learn about different cultures and traditions as they celebrate festivals from around the world, such as Chinese New Year, when they eat traditional foods and dress up as a dragon. Information technology is used during play and to help children learn about shape, colour and number and they show skill as they use the computer and manipulate the mouse. These activities help to prepare children for the next stage in their learning reasonably well.

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

Children develop close bonds with practitioners in the nursery, especially their key person. Many have been in the nursery from being a baby and all practitioners know them well. This helps children settle easily and feel safe and secure. Children and their parents are invited in for three induction visits which enable them to meet other staff and children and help them feel confident as they start. 'Tiny Tim', a red-eared terrapin, who lives in a tank in reception, is another way of helping children feel less anxious when they first visit. Children enjoy watching him and learn how to be kind to animals as they read the poem that tells them banging on the glass frightens him. Practitioners display warm affection for

the children and offer clear, consistent advice about how children should behave towards one another. 'Brooke Bear' goes home with children to experience a weekend with each child and they discuss what they have done at nursery the following week. This helps children develop a sense of responsibility and builds links between the nursery and home learning environments. Children show consideration and caring attitudes to their peers. For example, a child is unhappy as they cannot find their sunhat before outdoor play. Other children look for a spare one they can wear, offering their own as they try to help the child.

Children learn about the importance of physical exercise as part of a healthy lifestyle through outdoor play and discussions with practitioners at meal times. For example, practitioners explain what happens to our heartbeats when we are active and that fruit and vegetables help us stay fit and grow up strong. They are also reminded about this as they take part in dance and perform action rhymes. The company places high importance on the part a healthy diet plays in children's development and provides nutritional and varied meals. Parents can see the daily menu on the chalk board in the entrance hall and the 'Kidsunlimited healthy eating programme' is displayed outside the base rooms. Children and practitioners sit together to share food which helps children understand that meal times are social occasions. Snacks are healthy and the nursery seeks to offer children a variety, such as seasonal fruits, vegetable sticks and cheese and crackers.

Staff deployment is generally good and children are supervised well and kept safe. However, during transitional times of the day, children are kept waiting for too long and are inactive. For example, pre-school children line up to go outside to play. They are paired up and go out into the corridor returning to their room twice, first to search for a child's trainers and then for each child to have sun cream applied. Two practitioners do this and two sit with children on the carpet. Children become restless and bored as they wait. Toddlers are kept on the carpet by one practitioner while two other staff clean up after snack and prepare table activities. This does not offer children a stimulating or challenging experience at these times. Children learn to keep themselves safe as they are reminded to sit on their chairs so that they do not fall and to hold onto the low handrail as they go downstairs to the outdoor play area. They regularly practise the fire drill and discuss where they will stand if they need to leave the building in a hurry. Children manage personal hygiene routines well and wash their hands, some without prompting. Nappy changing routines are well-established and ensure children's individual needs are met.

The setting liaises with local schools to help children make a smooth transition. However, to effectively manage the transitions of children because they move onto many different schools from the nursery, teachers are invited to come in and meet children. They also send each child's learning journal home with parents so that this can be shared with the school when they start. Children are supported to develop skills that will help them when they start school. For example, they hang their coats up on named pegs and use bags to store their sunhats, gloves and spare shoes. Parents share the final report the setting prepares as a child leaves. This helps them know how they can help their child make the move successfully and informs their discussion with the new school.

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

The manager has a wealth of experience in early years. She has a clear understanding of how to implement the requirements of the learning and development and safeguarding and welfare requirements of the Early Years Foundation Stage. Since starting at the nursery she and the management team have worked very hard to revitalise and improve the provision. However, the process is only partially completed. The manager has prioritised the work that needs to be done and is working methodically through the action plan. This is beginning to show in the improved morale of practitioners in the nursery who feel valued and listened to. This benefits children and the experience they receive while at the nursery. The nursery staff have embarked on the local authority quality assurance scheme and are reflective in their practice.

Policies, procedures and other documentation supporting children's health, safety and welfare are thorough. These are updated annually or sooner if there is a need. Practitioners have a secure understanding of safeguarding and in-house training ensures they all know what to look out for and what action to take in the event of concerns about a child in their care. Risk assessments are completed daily and a separate assessment is carried out for any external trips, indicating that children are kept safe. Children's individual medical needs are handled carefully and sensitively and all required information is gathered. Accident recording is thorough and records are sent up to head office each month where they are monitored for any patterns or trends. Practice in this regard is proactive and supports children's well-being.

Resourcing within the setting is satisfactory. Children access a suitable range of activities which promote their ability to make choices and self-select. The setting is welcoming and is decorated with children's artwork so they feel appreciated and valued. Older children's growing independence is encouraged appropriately as they set the table and clear away their own cups and plates after lunch time.

Partnership working with other agencies is embedded in practice. This offers children in need of support timely interventions and they make sound progress in their learning and development. There are sound relationships with other agencies, such as speech and language therapists and the Area Special Educational Needs Coordinator. This enables the setting to effectively support children with additional needs. The partnership with parents and carers suitably promotes children's well-being. Staff and parents are friendly together and there is ample time given to talk to parents at the beginning or end of sessions. The manager operates an 'open door' policy to ensure parents and staff can speak to her whenever they feel they would like to do so. Parents speak positively about the nursery and the staff. They value the fact that the nursery is based at their workplace. Some parents feel that the nursery has helped their children make good progress in their learning and development.

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	221597
Local authority	Cambridgeshire
Inspection number	909069
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	88
Number of children on roll	126
Name of provider	Kidsunlimited Limited
Date of previous inspection	01/04/2010
Telephone number	0845 3652912

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Type of provision

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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
Store St
Manchester
M1 2WD

T: 0300 123 4234
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