

Kidsunlimited Nurseries - Chineham Park

Spindlewood, Stag Oak Lane, Chineham Business Park, Chineham, Basingstoke, Hampshire, RG24 8NN

Inspection date	22/04/2013
Previous inspection date	05/04/2011

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		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 are happy, curious and interested in all that is going on. Most are making good progress.
- The majority of staff are knowledgeable about their roles and interact with the children very well.
- Parents are very positive about this nursery. They feel staff know their children well and keep them well informed about the activities and the progress their children are making.
- Partnerships with other services are strong and clear plans ensure that transitions are positive experiences.
- Good use is made of the outdoor environment for all age groups enabling the children to benefit from the natural environment, developing their physical skills and senses.

It is not yet outstanding because

- More able children are not always consistently challenged with regard to early reading.
- There are fewer opportunities in the toddler room for children to experience age appropriate expressive art and design activities.
- Displays in the toddler room do not sufficiently encourage children's interests or

introduce them to letters, numbers or their names.

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 the premises and resources with the manager.
- The inspector observed the children and staff at play.
- The inspector examined records and documents provided by the manager and staff.
- The inspector read spoke to parents.
- The inspector read the provider self-evaluation.

Inspector

Lynne Lewington

Full Report

Information about the setting

Kidsunlimited Nurseries at Chineham Park is one of 203 nurseries owned by Bright Horizons Family Solutions. The nursery opened in 2002 and operates from a purpose-built building. Children are cared for in 10 age-related base rooms. All children share access to secure, enclosed and adjoining outdoor play areas. The nursery is situated on Chineham Business Park on the outskirts of Basingstoke, Hampshire. Children come from a wide geographical area. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery is open each weekday from 7.30am to 6pm for 52 weeks of the year. There are currently 136 children aged from three months to under five years on roll. Children aged two, three and four years receive funding for free early education. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language. The nursery employs 40 staff; of these three hold appropriate early years qualifications to level two and 20 to level three. The manager has a qualification at level 3, and is working towards a level 5. Currently four members of staff are developing their qualifications with further training.

What the setting needs to do to improve further

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

- extend opportunities in the toddler room to enable children to undertake more age appropriate creative activities and see interesting displays including numbers and their names.

- provide consistent challenge for more able children effectively to enhance their early reading skills.

Inspection judgements

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

Good care is taken to meet the needs of the children who attend the nursery. The majority of staff demonstrate a secure knowledge and understanding of how to promote young children's learning and development. The educational activities offered to children provide good opportunities to encourage learning in each area of development. However, toddlers have fewer opportunities to explore expressive art and design. This is because they do not have easy access to malleable materials, paints, collage and attractive resources to encourage their independent creativity.

The pre-school children are confident and articulate. They demonstrate their increasing knowledge of nature as they enthusiastically talk about the tadpoles, and explain how to look after them. The skilled staff ensure resources such as reference books and puzzles relevant to the life cycle of tadpoles is available to support children in their learning. Some children show an increasing interest in writing their own names and some do so skilfully. However, staff do not consistently help children recognise the sounds the letters represent. Staff provide a variety of writing resources are easily accessible for children to use both indoors and out. Children look at maps in an atlas with an adult and create their own maps. This activity promotes lots of discussion about where they live and about the road system. Children are well prepared for their continued learning as they move on to school. Children use the role-play materials enthusiastically. This helps them practise different types of behaviour and act out real life and imaginary experiences. Focused activities in the pre-school room enable children to develop specific skills. For example, a planned activity with small world animals, large wooden blocks and boxes skilfully encourages listening skills and knowledge of positional language in a fun way. The children work together demonstrating increasing abilities to cooperate and work in partnership. They follow instructions to place their animals in various places, 'under' the bridge, or on 'top' of the tower. The children enthusiastically participate and extend the game with more animals.

Staff relate well to the children. They encourage children to talk and listen attentively. Children enjoy listening to a story with an adult as they sit snuggled against her. She encourages children to identify what is happening in the pictures. This helps them to practise using language as they describe the pictures and say what they think will happen.

The older babies explore the indoor and outdoor environment confidently. They enjoy making marks with chunky paint markers demonstrating increasing fine physical skills. They play in the water helping to wash the baby dolls. Staff provide a narrative to the children's actions and build on words the children use encouraging language development. Staff spontaneously sing nursery rhymes and action songs encouraging children to join in. This develops children's abilities to recall words and begin to recognise rhyme. It also helps to create a happy fun relaxed environment. Staff enable older babies to make very good use of the outdoor space. The children use wheeled toys, push pushchairs and climb on and off rockers and toys with increasing confidence. Staff are sensitive to young children's needs and frequently soothe and cuddle them.

The babies are cared for in an attractive environment where good care is taken to provide them with a variety of age appropriate experiences. Push along toys and low-level furniture help them to develop early walking skills as they pull themselves to standing. Staff show enthusiasm and pleasure in the young children's development through the expressive use of their voices. The babies benefit from the genuine praise and encouragement they receive. Staff take the babies out for regular walks in their buggies. This helps them develop an awareness of the world around them as they visit the woods, see the trees, cars and experience the natural light and fresh air. Staff provide the babies with sensory experiences relevant to their outings. For example, they explore the texture and smell of fir cones and freshly cut grass.

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

The well-being of children is promoted fostered well throughout the nursery as staff recognise their individuality. All staff are positive role models to the children. They talk calmly to each other and the children; they listen attentively and encourage children to do the same. Children are learning to recognise feelings through their interactions and play. Role play provides an opportunity for children to explore behaving in different ways. For example, a child pretends to be a grumpy baby and another tries to soothe her with pretend food. Staff play games with the children encouraging them to learn to take turns, share and be patient with each other.

Children in all rooms appear confident and secure. They settle easily and relate well to the staff caring for them. Each room follows a simple but familiar routine that helps to provide the children with a sense of security. This includes regular mealtimes and opportunities for stimulating and restful activities with familiar people. Regular nappy changes and toileting opportunities help to ensure children develop good personal hygiene routines and are comfortable to enjoy the many opportunities available to them. Children demonstrate increasing abilities to manage their own personal care as they wash their hands before lunch and some are able to serve themselves to lunch.

The nursery chef prepares freshly cooked nutritious meals for the children each day, containing meat, or fish, vegetables and fruit. Good care is taken to meet special dietary needs and the menu is displayed to keep parents well informed of the food offered each day. Fresh water is available in every room and all children are encouraged to have regular drinks throughout the day. The staff talk to children about healthy eating and why certain foods are good for them increasing children's awareness.

Physical activity is encouraged throughout the day both indoors and out. The children make good use of the attractive outdoor areas where they climb, use wheeled toys, balls and dig in the sand. They also have access to a large hall where they participate in a variety of games and activities. For example, they play parachute games or build very long roads and towers with large wooden blocks. Records indicate staff clearly understand the importance of encouraging young children to undertake a variety of physical activities to promote their health.

This is a well-maintained and well-organised clean environment, where staff make good use of the space available. The communal areas display important information for parents about the Early Years Foundation Stage and other relevant information. This helps to encourage an understanding of young children's development and the reason they undertake various activities. Displays in most rooms are attractive, they encourage learning or celebrate the children's achievements. For example, in the baby room staff use colour and texture in displays to enhance the babies' learning opportunities.

Staff help to prepare children for moves both within the nursery and when they move on to school. In preparation for school, staff build on children's self confidence to enable them to manage their personal independence and enjoy social opportunities. They

undertake activities that encourage them to listen, speak up in front of their friends and think about their own safety.

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

Leadership and management are strong and effective. Robust systems are in place to employ suitable people for their roles. Appropriate references and checks are undertaken on all staff and an induction process helps new staff to become familiar with their role in the setting. Staff meetings and annual appraisals all help to encourage staff to remain motivated and continuously develop their skills. Support and coaching is provided to enhance professional development. Staff are encouraged to develop their interests and to share their learning with their colleagues, with the aim of continuously developing the quality of the service they offer.

Staff demonstrate a clear and confident awareness of safeguarding. They know what to do if they are concerned about a child in their care, or if the behaviour of colleagues concerns them. Suitability checks are undertaken on all staff to ensure they are suitable to work with young children. A variety range of policies, including safeguarding, are implemented and inform staff and parents of procedures. The premises are secure and notices remind parents not to allow people to follow them into the setting. Comprehensive risk assessments are undertaken and regularly updated in addition to the daily safety checks staff undertake to ensure potential risks are managed effectively.

The nursery is proactive in reflecting on the service it offers and striving for improvements. As part of a larger company, they benefit from company support and advice to continuously develop. They make good use of local training opportunities and use staff meetings to develop knowledge and skills. They have sought the opinions of parents and staff and used this information to help evaluate their service. The thorough self-evaluation indicates a good understanding of the provision and highlights worthwhile areas for development. This includes enhancing the staff's ability to work with children with English as an additional language more effectively and knowledgeably.

The nursery staff recognise the importance of developing positive partnerships with parents and other professionals for the benefit of the children. They ensure parents are kept well informed of children's development through daily face-to-face conversations, and planned formal meetings. Parents can also view children's records whenever they wish. The parent's knowledge of their child is valued and they contribute valuable information to the learning records. Management and staff welcome the support of the local authority and forms positive links with schools children move on to. If children have contact with other professionals, such as a speech and language therapist, the staff work in partnership and welcome advice.

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	EY232249
Local authority	Hampshire
Inspection number	910178
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	149
Number of children on roll	136
Name of provider	Kidsunlimited Limited
Date of previous inspection	05/04/2011
Telephone number	0845 365 2910

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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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