

Kidsunlimited Nurseries - Wandsworth

4 North Side, Wandsworth Common, London, SW18 2SS

Inspection date	08/08/2013
Previous inspection date	24/07/2012

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		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- The leadership and management of the nursery are poor and they do not take all necessary steps to deploy staff effectively or keep children safe.
- The staff do not make sure the premises and equipment are clean and suitable for use.
- The nursery does not meet all requirements of the Statutory Framework for the Early Years Foundation Stage relating to safeguarding children and their welfare.
- The systems for observation and assessment are weak and staff do not use these appropriately support children's learning and development.
- The range of activities, particularly for the babies, does not meet their learning and developmental needs.
- Staff do not fully implement nursery policy regarding the administration of medication.

It has the following strengths

- The management team show a positive attitude towards making urgent improvements to the quality of the provision and welfare of the children.
- Children enjoy outings around the local community.

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 staff interacting with children in all rooms of the nursery, outdoors and on a short outing.
- The inspector spoke to staff, children and three parents.
- The inspector sampled a range of documentation, including policies and procedures, accident and medication records, learning journals and planning records, evidence of staff suitability and the complaints record.
- The inspector carried out a joint observation with the temporary nursery manager.
- The inspector held a management meeting with the temporary nursery manager, the operations director and a regional manager from kidsunlimited and a director from Bright Horizons.

Inspector

Lisa Toole

Full Report

Information about the setting

Kidsunlimited Nurseries - Wandsworth registered in 2006. In April 2013 the nursery became part of Bright Horizons Family Solutions. The nursery operates from a purpose-built building, situated in a residential area of Wandsworth in the London Borough of Wandsworth. The nursery is open each weekday from 7.30am to 6pm all year round. All rooms have direct access to secure outdoor play areas. There are currently 80 children on roll in the early years age range. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The nursery is in receipt of funding for the provision of free early education to children aged three and four years. The nursery supports children with special educational needs and/or disabilities and children who are learning English as an additional language. The nursery employs 29 staff, nine of whom are qualified to level three and above. Four staff members are working towards early years qualifications and there are four members of ancillary staff, including a cook and housekeeper.

What the setting needs to do to improve further

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

- improve safeguarding procedures and practice regarding the deployment of staff and supervision of children, particularly in the baby room, and the use of mobile telephones within the nursery
- take all necessary steps to improve the use of risk assessment and make sure that hazards to children within the nursery environment are identified and removed
- ensure that the nursery and equipment are kept clean
- ensure that the required procedures are followed regarding written complaints, including notifying complainants of the outcome of the investigation within 28 days of having received the complaint
- improve the leadership and management of the nursery, particularly relating to the performance management of staff
- ensure that written consent is obtained from parents for outings
- improve the systems for planning and the provision of activities in order to offer children, particularly the babies, challenging and enjoyable experiences appropriate for their age and capabilities
- improve the systems for observing and assessing children's learning and development to better understand their level of achievement, interests and learning styles and to then shape learning experiences for each child so they make progress.

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

- review how staff implement the procedures for recording any medicines administered to children in line with the nursery's policy.

Inspection judgements

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

The quality of the educational programmes across the nursery do not provide all children with appropriate challenges or take full account of their current interests, learning styles

and developmental needs. For example, staff in the baby room plan an activity to taste different fruit and vegetables such as cucumber, tomatoes and grapes. Their aim is for the children to learn about names and colours of the fruit and about healthy choices. These concepts are not appropriate for the babies' current stages of development and do not meet their learning needs. Consequently babies sit quietly eating, with staff making occasional comments, such as 'is it nice?', rather than using simple language to support the babies' early communication and language skills. As a result, the babies get little out of the activity, with some of them sitting passively at the table, showing little interest in learning.

The children in 'toddler two' room enjoy an outing to a local supermarket to build on their experiences learning about the world around them and fruit in Africa in a story book. They search for pineapples and avocados, putting their selection in baskets, chatting about the different items they can see. Staff then extend the experience back at the nursery by cutting the fruit and letting children taste them. Although staff use different language to encourage children to describe the texture of something, they tend to use closed questioning, for instance asking 'is it hard or soft?' This hinders children's opportunities to think for themselves, develop their language skills and understanding of natural objects. Although there are special knives available for children to practise cutting in a safe way, the staff tend to do this for the children, holding the knife and controlling its movement. This limits the children's opportunities to begin to use tools for a purpose and learn about risks and safety.

Children in 'toddler one' room practise their physical skills climbing up and down a small set of wooden steps, while staff help them learn how to take turns as they climb, to support their personal and social development. The oldest children develop some skills needed to support their move to school. Some are able to write their name and recognise letters of the alphabet, and make paper clocks to learn how to write numbers up to 12. They enjoy outdoor play and 'tennis' group activities with a coach to gain skills such as throwing and kicking a ball and moving around with control.

The systems for observation and assessment within the nursery are poor. Many of the children's learning records are not maintained regularly and lack even the most basic information, such as children's starting capabilities and their 'all about me' information. This has a significant impact on the children's development because staff do not plan next steps based on the children's specific needs and interests. Some staff lack a sound knowledge and understanding of how to observe and assess the children's progress and so are unable to support their key children's learning appropriately. The nursery does not work closely in partnership with parents to support their children's learning and development. The staff do not routinely implement suitable strategies to suggest ways for parents to extend their child's learning and development at home to help them make further progress.

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

The nursery fails to make sure that all children feel emotionally secure or receive care in a clean and safe environment. The youngest children in the nursery do not all receive individual care, but are supervised and cared for in a more general way. Consequently, staff are not always vigilant about what the babies are doing or how they are interacting with each other. Some babies show little interest in socialising and engaging with others and just sit, for example, when staff sing songs during a group time. Some of the children develop a friendly rapport with their key person and others in the nursery, approaching a member of staff for a quick cuddle before going back off to play. On the trip to the supermarket, children chat with staff and each other about what fruit they might see in the shop and about how they like avocados.

Staff do not use risk assessment to identify and minimise all risks to children both inside and outdoors in the gardens so that they stay safe. For example, equipment to reduce the risk of vermin in the gardens is accessible to babies and toddlers because staff have failed to notice that the boxes have been placed outside or taken action to remove them. Action was taken on the day to rectify this. In the pre-school room, staff fail to make sure cleaning materials are stored safely out of reach to children. Food in one of the nursery fridges is not stored in line with health and safety guidance, with raw meat stored next to cooked food. Medicines that are no longer needed for particular children have not been disposed of to make sure there is no risk to children's health by using them again. The staff also do not always follow their own nursery procedures fully regarding the maintenance of documentation for the administration of medication. For example, they do not make sure that a witness always signs the record to show that the correct medication has been given to a child.

The children have some opportunities to learn to keep safe, wearing high visibility tabards and learning about road safety on outings. They practise emergency evacuation drills and learn about behaviour expectations to support their and others' welfare.

The standards of cleanliness in the nursery compromise children's health and well-being. In the pre-school room the toileting area is unclean, not well maintained or monitored sufficiently by staff. Children do not learn to routinely flush toilets or put used paper towels appropriately into the bin, which hinders their learning for school readiness. Consequently the area becomes messy and there are risks to the children's health. Some of the equipment in the baby room is grubby, with chairs soiled with dried food and dirt or with paint on them. Some of the toys are also dirty and not well maintained. The fridges in the nursery are not kept clean at all times, and some soft furnishings, such as chairs and rugs, are stained and dirty. Nappy changing procedures promote the children's health and well-being because staff reduce risks of cross infection and follow safe practices.

The children enjoy the snacks and meals prepared for them and they eat well. There is a satisfactory range of food available to the children, which takes account of their dietary needs. The oldest children serve themselves their meals and many children pour their own drinks of water to help them gain independence. Staff in the baby room sit on the floor to feed babies and endeavour to make it more sociable by sitting the babies in a semi-circle so they can see each other as they eat.

All of the children get fresh air and physical exercise each day. Babies learn to crawl and

toddler, holding on to furniture as they learn to pull themselves up. Staff appropriately support them as they hold hands while babies take small steps. The babies and children in toddler one room are able to move freely between the indoors and gardens, so they are able to make their own decisions about what they do.

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

The leadership and management of the nursery are weak. Consequently, the nursery fails to meet all requirements of the Statutory Framework for the Early Years Foundation Stage. This has a significant impact on the children's well-being. The inspection was brought forward as a result of incidents reported to Ofsted regarding concerns about aspects of children's safety and their welfare. Evidence gathered at inspection found that staff have a basic understanding of their responsibilities regarding safeguarding children and child protection. In addition, recruitment and vetting procedures help to make sure that only suitable adults work with the children and there is a clear induction programme in place to help staff become familiar with their role. However, staff lack a secure understanding of their role in keeping children safe and appropriately cared for at all times. This has led to the reported incidents, which resulted in some children being able to bite each other and cause injury, and hazardous items, such as a nail, being found inside a nappy. Following the reported incidents, the provider has created more robust procedures to safeguard children's safety and welfare, including updating the risk assessments, and the nappy changing procedures are found to be satisfactory to promote children's health and their well-being. However, the updated risk assessment procedures are not currently being implemented effectively to fully safeguard children's welfare and well-being, as some risks and hazards are evident at inspection. As a result, the provider is required to take further action as they are not meeting the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage or the associated requirements of the Childcare Register.

The staff team fails to implement the educational programmes and assessment systems appropriately to support children's learning and development in the Early Years Foundation Stage. Some staff lack a secure understanding of the procedures to follow if a child goes missing, which is particularly important when they take children on outings around the community. The nursery does not obtain written consent from parents to take all children on outings and does not follow the required procedures for dealing and responding to written complaints within the required timescale. This results in poor partnerships with parents because management do not always deal with concerns and complaints in a timely manner. The nursery does not follow its own safeguarding procedures regarding the use of mobile telephones with cameras on, within the nursery premises, to keep children safe and reduce risks to their well-being.

The systems for monitoring staff performance are ineffective and result in poor-quality provision. Management have not been monitoring the supervision and deployment of staff to make sure that children are always safe and to eliminate any risks to their welfare. There has been some changes in staffing within the nursery, which have had an impact on

the children's well-being. The programme for staff's professional development is having limited success and staff lack motivation to improve the quality of the nursery provision for everyone. The self-evaluation document completed by the manager does not accurately reflect the quality of the nursery and has not been used to critically evaluate the provision or identify priorities for improvement. The company's management team has now put a comprehensive action plan in place, with short timescales to make targeted improvement, particularly regarding the children's safety and welfare.

Parents receive newsletters and are able to access the nursery's website to find out more about the running of the nursery. Information is also put up on display in the entrance area and outside rooms on white boards to help parents keep a little more informed. Discussion with parents indicates they are generally happy with the care and education their children receive. They have some concerns about communication and the ratios of staff to children in the baby room. While ratios are being met, these are somewhat stretched at times and this has an impact on the children. The nursery has limited partnerships with external agencies, mainly to support some children with special educational needs and/or disabilities. Overall the partnerships in place with parents and others do not fully ensure that the individual needs of children are effectively met at all times.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that children receiving childcare are kept safe from harm (compulsory part of the Childcare Register)
- ensure that the premises and equipment used for the purposes of the childcare are safe and suitable for that childcare (compulsory part of the Childcare Register)
- ensure that each complaint is fully investigated, that the parent who made the complaint is notified of the outcome of the complaint, within 28 days of the date the complaint was made, and keep a written record, for a period of three years, from the date of these complaints including the outcome of the investigation and the action taken in response (compulsory part of the Childcare Register).
- ensure that children receiving childcare are kept safe from harm (voluntary part of the Childcare Register)
- ensure that the premises and equipment used for the purposes of the childcare are safe and suitable for that childcare (voluntary part of the Childcare Register)

- ensure that each complaint is fully investigated, that the parent who made the complaint is notified of the outcome of the complaint, within 28 days of the date the complaint was made, and keep a written record, for a period of three years, from the date of these complaints including the outcome of the investigation and the action taken in response (voluntary part of the Childcare Register).

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	EY343093
Local authority	Wandsworth
Inspection number	931572
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	68
Number of children on roll	80
Name of provider	Kidsunlimited Limited
Date of previous inspection	24/07/2012
Telephone number	08453 652964

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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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