

Kidsunlimited Nurseries - Northcote Road

119a Chatham Road, LONDON, SW11 6HJ

Inspection date	03/10/2013
Previous inspection date	Not Applicable

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		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Staff have created exemplary learning environments, both indoors and outside. This fosters children's independence and drive to explore.
- Staff use open questions and problem-solving language, helping children to develop their critical thinking skills and independence.
- Staff build excellent partnerships with parents and strive to understand and meet their individual needs.
- Children greatly benefit from the staff's commitment to skilfully facilitating and extending children's ideas to create an exciting curriculum.
- Leaders and managers have an excellent drive for improvement, rooted in meeting children's individual needs and a desire to consistently improve the provision.

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 children at play in each of the playrooms and outdoors.
- The inspector examined a range of documentation.
- The inspector met with managers and senior staff.
- The inspector carried out a joint observation with the manager.

Inspector

Susan McCourt

Full Report

Information about the setting

Kids Unlimited Northcote Road was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is owned by Bright Horizons and operates from purpose-built premises in Clapham, London Borough of Wandsworth. Children have access to age appropriate rooms, an outdoor area and toilet and wash facilities. There are also separate adult toilets and kitchen facilities for food storage and preparation. The nursery is open from 7.30am until 6pm, Monday to Friday, all year round. The nursery has 38 children on roll, all of whom are in the early years age range. The nursery receives funding for early education for children aged three and four. There is currently a team of 11 staff, eight of whom hold childcare qualifications. Four staff are improving their qualifications.

What the setting needs to do to improve further

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

- make more use of daily routines to encourage children's problem solving skills and independence further by, for example, involving them in deciding how many plates they need at lunch time .

Inspection judgements

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

Staff have an exemplary knowledge and understanding of how to foster children's learning and development. They give considerable attention to getting to know each child fully as an individual, and tailor the curriculum to precisely support children's progress. Staff provide a wide range of highly interesting and challenging activities that successfully engage children in purposeful play. Staff use their expertise effectively to support children's spontaneous ideas, as well as planning activities which will meet their interests. For example, children showing a sudden interest in planets are able to make rockets in junk modelling on the same day, and take part in more detailed projects on the solar system within the week. As a result, children are very absorbed in their play.

Staff have excellent teaching skills. They provide a language-rich environment for children of all ages. Babies enjoy singing times, bouncing excitedly to familiar tunes and joining in with the actions. Staff use sign language frequently, enabling babies to communicate successfully. Staff also use small toys and puppets, so that children can choose a song, or suggest an animal for 'Old Macdonald'. This helps all children to take an active part in activities. Pre-school aged children hear a very wide vocabulary and have mature

language and self-expression. They share their ideas as they explore the smell and texture of things such as hay, paint and oats. Babies and toddlers enjoy looking at books and listening to stories. Pre-school children help to write the labels in their room, giving them a practical insight into how print carries meaning. They also devise stories using puppets, extending this to make a puppet show for the younger children. In this way, staff demonstrate how they add challenge to activities by encouraging and extending children's interests. Staff are highly skilled at helping children to find their own solutions, rather than taking over. For example, a child making potato prints notices that the print is no longer working. Staff ask the child 'Is there enough paint on the potato?' prompting the child to look closely and see the solution for herself. Children count spontaneously as they play and have mature number skills. They persist when putting puzzles together to make sure that shapes and pictures match, and are skilled at estimating whether things will fit, or if they are too big.

Staff gather a wide range of information about children's starting points from parents and supplement these with their initial observations. Shortly after a child has started at the nursery the key person draws information together to make an initial review of a child's current achievements. They meet with the parent to devise the next steps and plan to help children to achieve them. Staff make highly skilled observations of where children are in their learning and make regular summative assessments. These include the progress check for children at age two and reviews when children move between age groups in nursery. Staff track children's learning extremely closely and they make exceptional progress as a result.

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

Staff have a highly effective key person system in place. They see who the child forms a bond with on the early visits so that the child helps to choose their key person. A buddy system means that, if a key person is absent, the parent is informed and another member of staff who also knows the child very well will take over the child's care for the day. Staff constantly communicate with each other to share their understanding and knowledge of the children. As a result, children are very confident to separate from their parents and parents are very confident that all staff know their child very well. Staff have created exceptional learning environments. Resources in all playrooms are of a very high quality and arranged to maximise children's enjoyment and independence. For example, low book cases in the baby rooms give children immediate access to a wide range of books, including home made books in their home languages. Staff also present resources in very considerate ways, putting things in envelopes for children to open and explore, or putting the binoculars and magnifying glasses by the door for children to take with them when exploring outside. Outside, the garden provides an exemplary space to explore and play. Children can be highly effective learners as they are provided with a wide variety of play spaces for cosy story times, sand and water play, planting, harvesting and bug-hunting. Staff provide a wide range of 'loose parts' such as pipes, gutters and blocks so that children can create their own structures. This gives children excellent opportunities for independence and exploration.

Children benefit from the close attention that staff give to children's health and well-being. Meals and snacks are prepared fresh on the premises every day and include a wide range of fruit and vegetables. Children have water available at all times and staff make up babies' milk as specified by the parents. Children eat together with their friends, which promotes a sociable meal time. Children enjoy helping with practical activities such as handing out the plates, but staff do not consistently use this time to promote children's problem-solving and counting skills. For example, staff give children the correct number of plates to hand out, rather than asking the children how many they will need. Children have excellent hygiene habits and staff provide individual flannels in the playrooms, as well as the hand-washing areas, to support children's independence in self-care. Sinks have a variety of taps, so that children can learn how to operate all of them, demonstrating the attention to detail that typifies the nursery's approach to independence. Children's physical development is extremely well fostered. Staff take every opportunity to encourage children to move, whether in action songs or to practise climbing and balancing skills. Children have excellent opportunities to gain self-care skills as they learn to manage their coats and shoes.

Children are extremely well behaved. They are polite with staff and each other, saying 'excuse me', 'please' and 'thank you' spontaneously in play. Children cooperate by taking turns and sharing. They help each other in games and listen to what their friends have to say in group activities. Children build strong friendships and invite each other to join them in play. They also enjoy taking responsibility for small tasks, showing great pride in their achievements. Children show great persistence in problem-solving which gives them confidence in their skills when they succeed. Overall, children acquire excellent skills for their future learning.

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

Leaders and managers have an excellent understanding of how to meet the safeguarding and welfare requirements. All staff undergo rigorous recruitment procedures and are checked as to their suitability before they start work. The manager has recruited an experienced staff team that is supervised and managed extremely well. This has resulted in excellent standards being maintained, throughout the nursery, right from the start. The detailed induction process means that staff understand the policies and procedures that govern nursery practice before they work in the rooms with the children. All staff understand that concerns about the welfare of a child must be reported and are familiar with the process involved. Risk assessments are thorough and reviewed regularly by staff and managers. Nursery documentation is extremely well organised so that staff have everything they need to know about a child at their fingertips. This securely underpins children's well-being. The manager has worked closely with the newly-established staff team to create an exceptionally strong and consistent ethos.

Managers have exemplary systems to review and monitor how they are meeting the learning and development requirements. Staff make regular audits of their work to check they are covering the whole curriculum. The deputy manager works closely with staff to

quality assure their work and identify areas of strength and areas for improvement. This is connected to action plans, which are reviewed in frequent supervision meetings to maintain the impetus of development. Staff state that this level of support enhances their skills and provides them with opportunities to share ideas and constantly improve their professional development. The manager works with staff, parents and children to review practice and make regular enhancements. For example, staff identified that using the wood work station in the play room did not help children to maintain the level of concentration that wood work tasks required. Staff suggested moving it to the lobby area where staff and children could work one-to-one with no distractions. This attention to detail reflects the team's drive and passion for providing children with very high quality learning.

All staff are extremely committed to understanding and meeting the needs of parents. Parents receive verbal and written feedback about their child's day. They comment on how happy staff are to provide extra reassurance via a telephone call or email, which helps them to be confident about their child's care. Staff frequently ask for parents' views and act on their ideas, such as providing art folders for children's work. Staff tailor the settling-in methods to suit the parents by providing home visits, frequent sessions in the nursery or specially made photograph books. This exemplary practice helps all members of the family to feel secure and confident, with parents saying that 'staff are very caring and nurturing people'. Managers and staff have quickly established highly effective relationships with local schools. They tailor the forms used when children move to school to ensure that they give each school the specific information that has been requested, giving a detailed response about the child's attainments and progress. Although no children currently attend other early years settings, staff have been proactive in creating formats and procedures in readiness to support the children's consistent care when necessary.

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	EY460053
Local authority	Wandsworth
Inspection number	910270
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	62
Number of children on roll	38
Name of provider	Kidsunlimited Limited
Date of previous inspection	not applicable
Telephone number	01625 417 616

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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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