

Kidsunlimited Nurseries - Epping

St. Margarets Hospital, The Plain, Epping, Essex, CM16 6TN

Inspection date	09/10/2013
Previous inspection date	18/04/2013

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
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

- Children's confidence and emotional well-being is appropriately supported by the staff team as secure attachments and relationships are made.
- There is a positive focus on providing children with a multi-sensory range of natural experiences, supporting children's natural curiosity and exploratory instinct.
- Well-resourced and culturally diverse playrooms and a spacious outdoor area promote open-ended and imaginative play. This allows children to be active learners and make choices about what they do.
- Partnership working with parents and other professionals ensures that children's individual needs are satisfactorily met and continuity of care is promoted.

It is not yet good because

- Staff do not always consistently engage in children's learning through skilful listening and questioning. This means that children are not always being effectively challenged and extended in their learning. As a result, they make satisfactory, rather than good, progress.
- The monitoring and reviewing of staff performance is not yet rigorous enough to ensure high standards are effectively maintained.
- Throughout the nursery, books are not presented well, so children cannot always make meaningful choices and develop an understanding of how to use books for pleasure and for seeking information.

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 the playrooms and garden and viewed all areas of the nursery.
- The inspector held discussions with the managers, staff, children and parents at appropriate times during the inspection.
- The inspector looked at a range of records, including written policies, information about staff qualifications and checks and children's learning and development records.
- The inspector took account of the views of parents spoken to at the time of the inspection.

Inspector

Lisa Paisley

Full Report

Information about the setting

Kidsunlimited was registered in 2006 and is on the Early Years Register. The nursery operates from a two storey purpose-built premises in the grounds of St Margaret's Hospital in Epping, Essex, and is owned by Bright Horizons Family Solutions. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The nursery employs 36 members of childcare staff. Of these 21 hold appropriate early years qualifications at level 3 and above including one with Early Years Professional Status.

The nursery opens Monday to Friday from 7.30am to 6.30pm all year round. Children attend for a variety of sessions. There are currently 141 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities and children who speak English as an additional language.

What the setting needs to do to improve further

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

- develop staff's teaching skills so that they consistently listen to and skilfully question children during activities in order to support, re-shape tasks and explanations to support children in making better than satisfactory progress
- ensure that robust supervision arrangements are in place and clearly focus on the effectiveness of staff practice and any issues regarding personal effectiveness, are addressed effectively.

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

- review the presentation of books for all children to encourage them to make meaningful choices and develop an understanding of the uses of books, both for pleasure and as a source of information.

Inspection judgements

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

Children are provided with a range of activities and play experiences across the areas of learning, as staff suitably plan free-play opportunities combined with some adult-initiated activities. Staff have an understanding of children's learning and development and they know that children learn in different ways. However, staff do not always consistently listen to or skilfully question children and build on children's play. This means that children are not being consistently challenged and active learning is not being extended to help children make maximum progress. Assessment and monitoring arrangements are in place for all children. Parents of new children attending the setting complete an initial assessment and this helps staff plan activities for children that they will enjoy. Progress reports are written on children, monitoring their progress and identifying the next stage in their development, and all children have a progress check at age two, the results of which are shared with parents. Children with special educational needs and/or disabilities are supported by the setting's special educational needs coordinator who works closely with parents and outside professionals. This ensures that care is tailored for individual children and enables them to be fully included in all activities and make suitable progress.

Children are cared for in age-grouped rooms which are well thought out and appropriately equipped to support the children's development in the prime and specific areas. For example, babies have crawling space and low-level storage which allows them to explore the toys and equipment easily and safely. The Early Years Professional Status team member has recently taken over the baby room and they are currently extending the range of natural materials for babies and looking at creating more effective cosy areas so that babies play and learn in smaller groups. Toddlers are confident and contented within the nursery as there are lots of opportunities for children to be active and rest during the day. They have opportunities to take part in role play, painting, sand and water activities that supports their learning and development.

All children's speech and language is suitably promoted. Staff working with the babies and toddlers engage in facial expressions, non-verbal communication and repeat key words. Children enjoy participating in a range of action and nursery rhymes that further supports their communication skills. Older children are confident talkers as they talk with their friends and communicate with the staff. Books and stories are organised in all the playrooms and are accessible to children. However, books and stories are not fully integrated within the playrooms to encourage children to make meaningful choices and develop an understanding of the uses of books, both for pleasure and as a source of learning. For children who speak other languages as well as English, staff have developed displays using national flags, photographs of the families and dual-language signs and tape recorders. They ask parents to provide key vocabulary to use with the children alongside English. This helps children feel secure and able to ask to have their needs met.

Pre-school children are generally active learners as they are able to access a range of activities that generally engages them in their play. They particularly enjoy building bricks and towers, hiding in the play tent and using the computer. There are opportunities for children to take part in a range of creative and role-play activities which helps children's self-expression and imaginations. Children's emerging writing skills are promoted through a range of mark-making and adult-initiated activities, for example, drawing key objects from a story. All children have opportunities to learn about the natural world as they go on regular nature walks, collecting leaves, conkers and acorns. Children can also visit the pets

corner where they are able to see chickens and geese. The nursery also has a rabbit in the garden area and this further helps their understanding of animals and how to look after them. Children enjoy stroking the rabbit and watching the rabbit jump into and over the rubber tyres. The garden area provides an enjoyable and exciting play space for children as they are able to explore the sensory area and the recently introduced mud kitchen extends children's experiences of natural materials. Children confidently climb the large climbing frame and use a range of bikes and scooters with skill and confidence.

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

Children form warm and effective emotional bonds with the staff caring for them, and in particular their key person. Parents appreciate the relationships they develop with their child's key person, and many report that they appreciate discussing matters, such as potty training and behaviour management, to support them with their children at home.

Children's health and well-being is promoted by staff ensuring they have regular active play outside, are able to access drinking water when thirsty and are provided with a range of fresh healthy meals including a healthy breakfast to start the day. Meals are prepared on site and there are effective arrangements in place for children with specific dietary needs or preferences further supporting children. Staff working with the babies take care to closely supervise them in their play as staff sit behind and next to children while they are at a table or playing in the sand tray. Lots of reassurance and cuddles are given to unsettled babies by the staff and they know to follow babies individual care routines, such as sleep routines.

Children learn about being safe through daily routines and reminders from the staff. Children know to line up and wait when getting ready to play outside. Older children know to tidy away at key times during the day and they safely go up and down the stairs when going to and from the garden. Children behave appropriately as they listen to staff's instructions and requests. They know to share and cooperate with others. Staff are also positive role models as they use explanations and are calm when talking to children. The pyramid chart further promotes children's behaviour as the chart recognises children's individual achievements.

The nursery is effectively organised to meet children's individual care needs. All nappy changing and toileting areas are suitably organised to support the younger children. The baby room and toddler changing areas are organised so that they are interlinked to safeguard children and staff and maintain privacy for the children. The playrooms are organised so that they are child-orientated and foster choice for children. Resources are maintained to a good standard and are age-appropriate for the children. This ensures that activities and play experiences are enjoyable.

Staff work hard at developing relationships with parents. They take opportunities to seek parents' views, through parent questionnaires, a compliments and comments book and regular discussions with parents. The nursery parent committee also helps partnership working and the manager acts upon any comments or suggestions that will improve care.

The nursery places a strong emphasis on helping children with transition and they ensure children are well prepared as they progress from room to room and then on to school.

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

The nursery provides an enjoyable and safe play and learning environment for children. All the required documentation, including policies and procedures, is in place to support the smooth management of the nursery. There are satisfactory safeguarding arrangements in place. The safeguarding policy is up to date and includes information with regards to mobile phones, cameras and the use of social media. The inspection took place following a notification of a safeguarding concern. The inspection found that the managers took the necessary steps and action to ensure children are safe. However, the inspection found that supervision arrangements, although in place for staff, are not robust enough to ensure a clear focus on staff performance and that issues regarding personal effectiveness, are addressed effectively.

There are suitable recruitment, vetting and induction procedures in place for all staff. The manager is a very determined, committed and positive role model within the team and continually reflects and monitors practice within the nursery. The manager has recently returned from maternity leave, and has already identified a number of areas for improvement. These include, developing outdoor play further, integrating letters and word recognition into daily routines and increasing mark-making opportunities for children. However, this takes time to fully embed within practice.

Parents are fully informed about their child's care and daily experiences and there are verbal conversations with parents at the beginning and end of the day. Written information is provided to parents with younger children. There is a range of information displayed for parents in the foyer, such as notices, displays, information about events, staff details and also parent questionnaires. Parents spoken to during the inspection provided very positive feedback regarding the nursery. They particularly appreciate the welcoming atmosphere and the friendly and approachable staff. Partnerships with external agencies are established and further support staff with meeting the needs of all children and helping prepare them for their transition to school.

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	EY317215
Local authority	Essex
Inspection number	937597
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	93
Number of children on roll	141
Name of provider	Kidsunlimited Limited
Date of previous inspection	18/04/2013
Telephone number	01992574167

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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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