

Kidsunlimited Nurseries - Church Crookham

Springfield House, Redfields Lane, Church Crookham, Fleet, GU52 0RP

Inspection date	07/10/2013
Previous inspection date	20/02/2013

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	1
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

- The quality of children's care and learning continually improves due to the manager and deputy manager's driven approach and pursuit of excellence in all aspects of the provision.
- Children make excellent progress and are exceptionally well prepared for their future because staff have an outstanding knowledge of their individual achievements, which they use to promote their learning and development.
- Staff talk with children in an extremely patient way that gives them time to think and express themselves. Consequently, children know what they do and say is fully valued.
- Children are provided with an exceptionally well resourced, stimulating and exciting environment that promotes their enthusiasm for learning both indoors and outdoors.
- Children's needs are quickly identified and exceptionally well met due to the caring approach from staff and through highly effective partnerships established with parents and local schools.

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 activities in all the children's group rooms and the outdoor play area.
- The inspector completed a joint observation with the manager of the provision in the outdoor play area.
- The inspector talked with staff, children and the manager at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation and checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of parents' views spoken to on the day of the inspection and from documentation.

Inspector

Catherine Greenwood

Full Report

Information about the setting

Kidsunlimited Nurseries, Church Crookham, registered in 2012. It is one of over 200 Nationwide nurseries owned by Bright Horizons Family Solutions. It operates from five rooms in a purpose-built building. Children have access to an enclosed outdoor play area. The provision is situated in a residential area of Church Crookham and serves the local community. The nursery is registered on the Early Years Register and on both 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. There are currently 193 children in the early years age group on roll. The nursery is open Monday to Friday from 7.30am to 6pm and closes on bank holidays. The nursery supports children learning English as an additional language. The nursery employs 25 members of staff. Of these, 17 hold appropriate qualifications. In addition, the nursery employs a full time chef and a housekeeper.

What the setting needs to do to improve further

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

- strengthen the opportunities to support and extend children's writing as opportunities arise and link sounds to letters, naming and sounding the letters of the alphabet.

Inspection judgements

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

Staff have an outstanding knowledge of children's individual needs and progress, which they use to successfully enthuse, engage and motivate them during play. Consequently, children make excellent developmental progress. Staff provide an exemplary range of activities and resources that promote children's exploration and introduce numerous initiatives to 'bring the magic back into children's play'. For example, when the pet rabbits arrive at the nursery, staff place a trail of hay and feeding bowls through the provision for children to follow and discover the rabbits in hutches. Staff show great enthusiasm as they join in children's play, offer support and help them achieve new skills. Consequently, children are well prepared for their future, including starting school. The nursery welcomes parents and extended family to take part in numerous events. Parents' involvement in their children's learning is excellent. Parents are provided with clear written ideas and guidance about how they can support children's learning at home and what children will gain from the activities. For example, parents are given ideas about how to make smoothies. Children's assessment records are precise, sharply focused and used effectively

to plan activities and experiences that help children reach their full developmental potential. Staff regularly meet with parents and discuss and agree next steps for children's individual learning. Parents' comments during these meetings show they are extremely happy with the way the nursery involve them in children's learning. For example, they say they are 'very happy with my child's progress'. Other comments include 'Back to nursery after holiday almost as if she hasn't been away,' 'Think this is testament that she enjoys being there' and 'Helpful to have guidance on next steps of development'.

Staff embrace children's home languages and have a very positive approach to developing all children's awareness and use of different languages in their play. Children show excellent self-confidence as they talk with each other and staff. Staff ask open questions and listen and talk with children in an extremely patient way that gives them time to think and express themselves. Consequently, children feel valued. Staff have an exceptionally encouraging approach that helps children develop new physical skills. For example, staff stay close by as children walk across a low level bridge made from bricks and help them develop control of their movements as together they negotiate the steps to the raised 'lookout tower'. They join children in the 'beach area' and promote children's hand and eye co-ordination as they help them fill and empty buckets of sand. Children learn how to stretch and move during weekly music and movement activities each week. Since the last inspection, staff have introduced a soft toy 'health and safety super hero' to promote children's awareness of hygiene procedures and help them learn about their own safety.

Staff foster children's interest in books. Staff adapt the way they read the stories to meet children's individual needs and gain children's enthusiasm by reading stories outdoors in the spacious and cozy lookout tower. Children learn to recognise their name through finding their own coat peg. There is a wealth of print displayed in the environment to help children recognise letters and words. Staff provide good opportunities for children to learn letter formation in media, such as wet sand and through using sand paper letters. Staff encourage more able children to write their names but do not always extend children's writing skills and ability to link sounds to letters, naming and sounding the letters of the alphabet. This reduces the opportunities to extend this area of children's learning and development. Children show great enthusiasm as together with staff they look for mini-beasts in the outside play area. Staff help them to lift up logs, match what they find to pictures and use small nets and magnifying glasses to look for ants, butterflies and insects. Children learn about the features of living things as they handle the pet rabbits and guinea pigs. Staff take children on walks in the local environment, for example to the local garden centre to look at plants and to a local park and field where they run about, sing and look at the trees. Children learn about growth as they plant and water runner beans, pick, prepare and eat them after staff have cooked them safely on an indoor camping stove. In addition, the provision have entered a local gardening competition and won a special merit. Staff provide support for younger children as they navigate programmes on the computer and work towards using it independently. Staff introduce adult-led activities using remote controlled cars, and provide calculators and a light box for children to learn how things work. Children have access to an excellent range of media and materials that promote their exploration and design making skills. They make models from junk, paint with enthusiasm and build and construct with rubber bricks and sand. Children in the pre-school group enjoy making bread to take home. Babies have excellent opportunities to develop their senses as they explore bubble wrap, use tools in soil, bake

buns and biscuits and explore cornflour and shaving foam. Children play imaginatively inside a wigwam and enjoy using bags, hats and dressing up clothes for role play.

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

Children are extremely happy and motivated in their play. Their individual needs are exceptionally well met due to the caring and considerate approach from staff. A well-established key person system helps children to immediately form secure attachments with staff. This successfully promotes children's well-being and sense of security. Children show great independence as they choose to move freely between the inside and outside play areas. They form strong friendships with other children and often choose to play together. Staff help children understand the boundaries and how to manage their own behaviour by providing children with positive role models. Staff make good use of puppets and discussion to help children learn to share and take turns. Consequently, most children's behaviour is excellent. Staff encourage children to have fun, respect each other and other adults and make sure they have a feeling of self worth. This approach helps children be exceptionally well prepared for their future and starting school.

Children develop an excellent understanding of the importance of good health. Staff arrange for the dentist to visit the nursery to talk about dental care. They promote this learning by encouraging children to brush their teeth every day after lunch. Children are provided with healthy food prepared by the full-time chef. During mealtimes, staff stay close to younger children and provide support when needed. Children in some rooms serve themselves, which promotes their independence and enjoyment at mealtimes. Consequently, most children eat well. Children are provided with an exceptionally stimulating, visually exciting and welcoming environment. Considerable thought and effort has been put into the exceptional range of indoor and outdoor play equipment and how it is presented to the children. Consequently, children enjoy being at the nursery and show great enthusiasm as they explore and learn. Staff introduce resources that encourage children to take part in group games, for example, when they use a parachute in the outdoor play area. Staff spend considerable time developing children's awareness of their own safety. They talk about the risks and what children need to do, for example, as they help to bang nails into tin cans to create items for a musical instrument resource in the garden.

Children have excellent opportunities to develop an awareness of differences within society. Staff dedicate their time to finding out and celebrating family traditions and events. For example, they provide activities for children make Rangoli patterns on cakes in celebration of Diwali and make a dragon for Chinese New Year. They display numerous photographs and pictures of children and their families on all the walls, which successfully promotes children's awareness of their own and others identity. Staff establish highly effective communication between themselves and with teachers from the local school, to share information about children's individual needs. Consequently, children move smoothly between different rooms within the nursery and onto school.

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

The nursery has robust recruitment procedures in place to ensure that staff, including agency staff are suitable to work with children. All staff have had appropriate checks completed and new staff, including agency staff, are carefully monitored to ensure they follow the nursery's policies and procedures correctly. Staff complete comprehensive risk assessments for the premises and outings. They have an excellent awareness of possible hazards and how to reduce them. They supervise children extremely well and make sure they are located in all areas of the outdoor play area. This means that children's safety is extremely well maintained as they use resources, such as the outdoor stream. All staff complete child protection training that gives them a very good knowledge and understanding of how to safeguard and promote children's welfare. This is regularly reviewed to ensure policies and procedures are effectively implemented in everyday practice. The manager and deputy manager spend time in each group room observing staff practice. This helps them to successfully support staff training needs and promote their professional development. They constantly monitor activities and children's assessment records and complete observations of practice within the group rooms. They also initiate opportunities for staff to observe each other's practice and provide one to one feedback. This helps staff to adapt the activities to suit children's emerging interests and tailor their communication towards children's individual needs.

The manager and deputy manager are exceptionally motivated and make excellent use of their early years expertise to constantly improve the quality of the provision. Staff meetings are used to consult with staff, seek their ideas and opinions and make changes that improve outcomes for children. Recommendations made at the last inspection have been met. Since the last inspection, the nursery has developed the outdoor play area as a learning environment. They have made musical instruments available on the fence, obtained rabbits so there are suitable cuddly pets for younger children and made a den area by the lookout tower. Parents have numerous opportunities to contribute their views about the provision. Their positive comments can be seen in emails to the provision and children's assessment records. Partnership with other agencies and parents is exceptional. The provision seeks consent from parents to contact other early years provision that children attend and invite them to assessment meetings. Since the last inspection, the nursery has invited teachers into the provision to observe children, discuss their progress and identify any support they may need in school. Consequently, all children's needs are exceptionally well met and they receive continuity in their care and learning. Parents' comments during the inspection show they are extremely happy with the nursery. For example, they say 'We are very impressed with the staff who are very caring and nurturing and they are brilliant with our child. The facilities are brilliant, we get really good feedback each day and my child has made really good progress'.

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	EY449058
Local authority	Hampshire
Inspection number	912968
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	80
Number of children on roll	193
Name of provider	Kidsunlimited Limited
Date of previous inspection	20/02/2013
Telephone number	08453 652979

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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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