

Kidsunlimited Nurseries Teddington

Unit 1 Palgrave Court, 4 Southcott Road Off Sandy Lane, Teddington, Middlesex, TW11 0BX

Inspection date	08/11/2013
Previous inspection date	12/04/2013

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

- Children make excellent progress because staff are highly skilled teachers who use their expertise to plan for each individual's next steps for learning.
- Children benefit from having well-resourced learning environments where they can be independent, active learners.
- The manager has considerable expertise in analysing data about children's learning to make accurate and well-targeted enhancements to teaching.
- Staff work closely with parents to ensure that the individual needs of babies and children are ably met.
- The manager supports staff highly effectively to become reflective practitioners, which enhances their consistent drive for continuous improvement.

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 of all ages at play in all of the rooms and outside.
- The inspector carried out a joint observation with the manager.
- The inspector discussed management issues with the manager and senior managers, focusing on safeguarding.
- The inspector examined a range of documentation.
- The inspector spoke with parents about their experience of the nursery.

Inspector

Susan McCourt

Full report

Information about the setting

Kidsunlimited Nurseries Teddington registered in 2009. It is one of a chain of nurseries owned by Bright Horizons and operates from a purpose-built building in Teddington Middlesex. The nursery operates from four base rooms with dedicated nappy changing areas. There are separate staff facilities, a relaxation/parents room, an activity room for messy play, a laundry room, kitchen and a milk kitchen. Children have access to an enclosed outdoor area. The nursery opens from 7.30 am to 6 pm all year round, excluding bank holidays. There are currently 74 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 supports children who are learning English as an additional language and also children with special educational needs and/or disabilities. There are currently 21 staff including the housekeeper, cook and manager; 17 members of the childcare staff team hold recognised childcare qualifications. One member of staff has Qualified Teacher Status. The nursery receives funding for the provision of free early education for children aged two, three and four years.

What the setting needs to do to improve further

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

- enhance the outdoor area by providing some shelter, so that children can play outdoors in all weathers.

Inspection judgements

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

Staff have an exemplary understanding of how to support children's learning and development in the Early Years Foundation Stage. Staff provide an excellent range of interesting and imaginative activities which keep children engaged in purposeful play for lengthy periods. Staff use their expertise to support children's self-directed play and extend children's ideas to provide further challenge. As a result, children are highly involved with their play and make outstanding progress in their learning and development.

Staff have exceptional teaching skills. Babies benefit from a staff team who constantly communicate with them. Staff get down to the babies' level and chat using gesture, facial expressions and some sign language as well as clear single words and short sentences. Babies become skilled communicators as a result, using a range of tones and babbling to show their excitement, interest and enjoyment. Staff working with toddlers provide a wide range of vocabulary to build children's experience and use of words. For example, in a cooking activity, staff use a wide variety of words to name objects, textures and describe what is happening. They combine this with skilful use of open questions to encourage the

children to explain what they think and feel. Staff consistently give children time to think and respond, so children know their ideas are valued. In the pre-school room, staff and children enjoy long, wide-ranging conversations. Staff show their genuine interest in children's views and encourage creative thinking by asking open questions which encourage children's imagination. Staff also take opportunities to check children's understanding about how other children might be feeling, or 'what might happen if..?' As a result, children are confident in expressing themselves and have very mature language skills. Staff are extremely skilled at helping children to learn about number and counting. In counting songs, staff accurately note children's skills and adapt their teaching techniques to meet the child's immediate learning need. In this way, children learn quickly and make rapid progress. Staff have excellent skills in differentiating activities so that children of all abilities can be involved. For example, young children taking part in a cooking activity each have their own bowl of mixture and a spoon, exploring the textures and techniques at their own pace. Staff are alongside, helping each child with useful vocabulary about what they are doing. Staff skilfully support children's open-ended exploration in art and messy play. For example, babies have lots of time to explore the paint using all their senses while creating their own unique pictures.

Staff have an excellent understanding of children's starting points because they work closely with the parents to establish children's current achievements. Staff make very frequent observations of children's interests and attainments and immediately shape their plans for children's next steps in their learning. Their assessment is very precise and accurate, and used to provide educational programmes which challenge all children as individuals. This means that all children, including those who are learning English as an additional language and those with special educational needs, make rapid progress given their starting points and capabilities. Staff write summary assessments every 12 weeks and meet with the parents to discuss children's development. Such assessments also include the progress check at age two. Parents contribute their views to the process and agree the next steps together, building a highly effective partnership. As a result, children have a wide range of secure, mature skills and are extremely well prepared for school.

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

Staff create highly effective key relationships with children and their families. Staff gather a great amount of detailed information from parents about children's individual needs. In this way staff can follow babies' home routines in the nursery, providing excellent continuity of care. Parents appreciate being able to tailor the settling in visits to suit themselves and their baby, which helps the family to be settled and secure. Children only move to the next age-group room when they are developmentally ready, at which point the family again tailor the transition with the key persons. The key person carries out the intimate care of children wherever possible which helps to build a strong bond. Children clearly feel a great sense of belonging and are comfortable to explore and investigate, showing high levels of confidence at all ages. Staff have created exemplary learning environments. Resources are of a very good quality and are all available within the child's reach in every room. This gives children maximum opportunity to explore what interests them at their own pace. Children can combine resources to create their own challenges.

This is also true in the outdoor area, which all age groups share. Children arrange blocks, planks and tyres to create their own obstacle courses and physical challenges. However, the outdoor area has little shade, or shelter, which means that children are somewhat restricted in their outdoor play in strong sunshine or rain.

Children have excellent opportunities to learn about healthy lifestyles. Food is cooked on the premises each day and includes a wide range of well-balanced meals and snacks. Children serve themselves, pour their own drinks and feed themselves as appropriate. Staff are very skilled at providing babies with just the support they need to learn to feed themselves, which supports their independence. Children use fresh individual flannels to wipe their own faces and hands after messy play or eating, and adopt excellent hygiene habits. This helps to minimise cross-infection. Children's physical development is exceptionally well fostered. Babies can pull themselves to standing on a wide variety of low level furniture and they quickly gain their mobility as a result. Older children use 'Candyfloss', a toy used specifically for conversations and reminders about safety. For example, Candyfloss goes with them on outings to provide a focus for teaching about road safety, and Candyfloss stickers highlight toys and equipment where a child might want some adult help. This provides an engaging way for children to talk about managing their safety and recognising risks.

Children's behaviour is exemplary. Staff give lots of time and attention to giving children the skills to manage their own behaviour and play cooperatively. As a result, children know that 'sharing is caring' and treat each other with enormous respect. Children enjoy taking responsibility for different jobs in the nursery such as tidying toys or leading the queue. They are confident and mature in how they express themselves and share their ideas. Children are extremely independent, active learners and show high levels of curiosity and willingness to learn. This means they take the transfer to school in their stride.

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

The leaders and managers have an excellent understanding of how to meet the safeguarding and welfare requirements. All staff are checked as to their suitability and demonstrate an exemplary understanding of their duties regarding safeguarding. Staff know how to report any concerns about the welfare of a child and the manager regularly audits their understanding of the comprehensive policy. The recruitment process is extremely robust and the manager also appoints staff based on their skills and the quality of their interaction with children. If using agency staff, the manager employs consistent staff over time, knows their qualifications and background, and they follow an induction process within the nursery. This means that the workforce is well qualified, highly skilled and able to meet the needs of children. Documentation and children's records are highly organised and contain meticulous detail, which underpins children's well-being. The manager has highly effective ways of monitoring the provision and identifying areas for improvement. She is present in the playrooms every day and carries out frequent peer supervision as well as one to one meetings with staff and appraisals. The manager

supports her senior team in their management skills and consistently invites all staff to reflect on their practice and identify their own areas for improvement. As a result, staff take responsibility for their work and make excellent progress in their continuous professional development. The manager sets ambitious plans for improvement with an inspirational focus on each individual child. She examines the planning and assessment each week to ensure children's next steps are accurately identified and consistently followed up. The tracking information is entered into a database which she can analyse to identify any achievement gaps. Where identified, staff are creative and persistent in addressing achievement gaps and judging the impact of their strategies. This means that all children, including the gifted and talented, make exceptional progress.

Parents enjoy exemplary partnerships with staff. Parents receive detailed information at handover so they have a full picture of their child's day. For example, staff describe what children have been talking about and what they particularly enjoyed playing. Parents are very appreciative of the expertise and care that staff demonstrate through their work. The manager consults with parents regularly as to their views and opinions. The manager immediately deals with any concern or issue raised with an open-minded thoroughness to seek a resolution. Ideas for enhancing the nursery are acted upon with similar commitment and parents are kept informed via email and newsletter. Parents meet regularly with their child's key person to discuss the child's development. Parents comment on how staff use their skilled teaching techniques to stretch and challenge their children. The nursery staff have built extremely strong partnerships with schools and host visits from teachers or organise trips to the schools accordingly. Feedback from the schools about children's readiness is extremely positive. Staff also liaise closely with other professionals where children have any additional needs so that the children enjoy skilled and coherent care.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY392288
Local authority	Richmond upon Thames
Inspection number	940071
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	86
Number of children on roll	74
Name of provider	Kidsunlimited Limited
Date of previous inspection	12/04/2013
Telephone number	08453652900

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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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