

# Kidsunlimited Nurseries - Esher

1 Poplar Road, Esher, Surrey, KT10 0DD

<b>Inspection date</b>	12/11/2013
Previous inspection date	25/07/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Children settle quickly and enjoy their time at this homely nursery because the staff create a safe and happy environment where children have fun because they feel confident and secure.
- Children make good progress in their learning and development because activities and experiences are well planned to meet their interests and individual needs.
- Staff work well with parents and share information, which enables them to meet children's needs effectively.
- Well established systems for monitoring and evaluation mean that the manager is able to identify areas for improvement and take appropriate action.

### It is not yet outstanding because

- Staff working in the toddler room sometimes miss opportunities to make the most use of resources, such as pictures of children hanging up, to capture their interest and extend children's learning and development further.

## 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 compulsory part 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 rooms and the outside learning environment.
- The inspector conducted a joint observation of a planned activity with the manager.
- The inspector gathered information from parents.
- The inspector looked at children's assessment records and planning documents.
- The inspector held meetings with the manager and spoke to staff.

## Inspector

Marvet Gayle

## Full report

### Information about the setting

Kidsunlimited Nurseries-Esher, in Surrey, registered in 2011. The nursery is one of over 200 nationwide nurseries owned by Bright Horizons Family Solutions. It is situated on a new housing estate near Hinchley Wood School and close to a railway station, local shops, and woodlands. The nursery is located in a new, purpose-built, fully accessible two-storey building. It is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 78 children on roll, who attend on a full- or part-time basis, from the surrounding area. All the children on roll are in the early years age range. The nursery receives funding for 3-5 year olds. The nursery supports children who learn English as an additional language. The premises comprises of four base rooms on the ground floor, with direct access to the outdoor play areas, and a pre-school room on the first floor. The manager holds a qualification at level 3, a Foundation Degree in early years, and has recently completed her BA Honours degree. She completed and gained Early Years Professional Status 2 years ago. The deputy holds a qualification at level 3. In addition to the manager and deputy, there is a staff team of 25 who work with the children. Nine members of staff hold childcare qualifications at level 3, and five hold qualifications at level 2.

### What the setting needs to do to improve further

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

- provide further opportunities for children in the younger toddler group to interact and engage more in the environment to consistently extend their learning.

### Inspection judgements

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

Children are happy and settled in the nursery. They are confident and enjoy their time as they play and learn in a homely and caring environment. Staff provide children with a range of stimulating and interesting play experiences, which promote children's learning. However, they do not always take advantage of all opportunities available to them, particularly in the toddler age group, to extend children's learning. For example, staff have created displays of children's pictures hanging from the ceiling, but not put them at a height that children can look at them easily to capture their interest.

When children first start at the nursery staff liaise closely with parents to help them build a picture of children's starting points and needs. Staff use this information effectively to help them plan for each child's individual learning. They incorporate children's interests and individual stages of development into their planning of activities. This helps children move onto the next stage in their learning. As a result, children are making good progress

in their learning and development and the quality of teaching is good. Staff know their key children well and regularly observe them in their play to help monitor their progress. Staff use this information to help them complete the required progress checks for two-year-old children when required. Each child has a learning journal which includes the good observations the staff make and photographs of the children's work. Parents are welcome to look at their child's journal at any time and to contribute where appropriate. Staff have regular formal meetings with the parents to keep them informed about their child's development and to encourage parents to support their child's learning and development at home. Children and their parents are supported well when each child moves on to another setting or school. For example, staff participate in role play regarding starting school and talk to the children about the school and teachers. This enables children to feel confident when moving on and supports the continuity of their learning.

Staff effectively use children's interests to extend their learning. Currently, older children are very interested in the nursery's farm animals and help to feed them. Children readily talk to visitors about the chickens and how they lay eggs. Children's communication and language skills are developing well. Staff continually and sensitively talk to the children while they play, using skilful questions which helps children to develop their thinking, communication and listening skills. For example, after reading a story to a small group of children, staff talk to the children about the dog in the story, making links with real life experiences. Children thoroughly enjoy listening to stories where they begin to see words. There are good opportunities for children to see and develop their understanding of words, through the range of labels around the environment, helping to further develop their literacy skills. Staff use everyday events and children's interests well to encourage children's early mathematical skills. They help children count and learn about portions, size and weight. For example, children serve themselves at lunchtime, recognising a full spoon and talking about how much they would like.

All children enjoy exploring messy and creative play activities. Babies enjoy sitting in the dry sand as they feel the texture between their fingers. The art wall in the two to three years group room enables children to freely create their own art display as they independently place their work on the wall. Children participate in a range of outings in the local community, which helps to promote all areas of learning. Staff actively promote and support equal opportunities and diversity with the children. Staff meet children's individual needs very well and all children are included in activities as they play. Children learn about the lives of others and different countries in a variety of ways and they readily celebrate a range of festivals and special events in their lives together.

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

Children settle well because staff are attentive and caring. As a result children are confident and ready to learn. They have a strong sense of belonging within the nursery.

Children are well behaved. Staff provide lots of praise and encouragement as children play, which helps to develop their self-esteem. Staff have a calm and consistent manner with the children, and are good role models. Realistic rules and explanations given by staff

ensure children quickly learn to understand what is expected of them. Children learn about the needs and feelings of others through sharing, taking turns and helping others. Staff sensitively remind the children to say 'please' and 'thank you' when required, helping them to develop their good manners.

Children are developing their independence skills in a range of ways. For example, they choose the toys and resources they wish to play with, which helps to promote their early decision-making skills. The older children can independently care for their personal needs, such as putting on their coat. Children follow effective personal hygiene routines because staff act as good role models. Older children demonstrate their awareness as they wash their hands and staff talk about hygiene procedures as they wipe the babies' and toddlers' hands before sleep time.

Children are developing an understanding of a healthy lifestyle and play in the fresh air. They participate in a range of physical activities such as football, balancing and riding bicycles. Babies and young children have opportunities to play in their own garden, while staff ensure there is free floor space for them to crawl and toddle safely. This helps children develop their physical skills. The nursery provides children with a range of healthy snacks and meals that are freshly prepared on site by the nursery's cook. Mealtimes are sociable occasions where children sit together and staff talk to them about their day and what is happening in their lives, such as becoming a sister or brother to a new baby. All the children are seated in a comfortable manner and are given time to eat at their own pace helping them to develop a positive attitude to food.

Children play and learn in a safe environment as staff complete a range of safety checks and risk assessments. Children learn about the importance of keeping themselves safe and the impact it may have as they are also involved in this process with staff. The staff make good use of the nursery's cuddly toy 'Candy Floss', who 'talks' to the children about keeping safe, and about what they should do and why. Children regularly participate in the nursery's emergency evacuation procedure so they are aware of the steps to take and road safety procedures to follow when on outings.

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

The manager has a very clear understanding of their and the staff's roles and responsibilities with regard to the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. The nursery implements a range of appropriate policies and procedures and robust systems to ensure the safe recruitment of suitable and qualified adults. The manager understands her responsibilities to safeguard children at all times. She confidently describes the procedures to follow if a concern is raised about a child's welfare or about the conduct of a member of staff, which helps to safeguard children from harm or neglect. Staff also understand their safeguarding role and responsibilities to keep children safe. The manager monitors staff's ongoing suitability by observing them in their work and through regular appraisal systems. This identifies areas for development, such as training needs and other additional support. Staff are deployed

effectively to ensure the supervision and safety of children, and the required child to staff ratios are consistently met at all times, promoting children's safety.

A key strength of this nursery is the very good relationship staff have developed with parents. All parents spoken to were extremely pleased with the care their children receive and they made many positive comments. These include the safe and secure environment, welcoming staff and how they meet the individual needs of each child and their family. The parents also stated how happy their children are in the nursery. Staff seek advice from other professionals, which helps them use appropriate strategies to support children's needs.

The manager is committed to continuing to develop the nursery to further enhance the learning opportunities for children both in the indoors and outside learning environments. For example, they aim to further develop the outside area of the pre-school garden. Self-evaluation is effective in helping staff drive improvement in the outcomes for children. Staff meet and discuss aspects of the nursery at staff meetings, identifying priorities for improvement. Responses to parent questionnaires and discussions with children also play a part in helping the staff to reflect on their practice and make improvements that benefit the children.

### **The Childcare Register**

The requirements for the compulsory 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

<b>Unique reference number</b>	EY420539
<b>Local authority</b>	Surrey
<b>Inspection number</b>	940913
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	78
<b>Number of children on roll</b>	149
<b>Name of provider</b>	Kidsunlimited Limited
<b>Date of previous inspection</b>	25/07/2011
<b>Telephone number</b>	0845 365 2929

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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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