

# Kidsunlimited Nurseries - First Direct Stourton

Stourton, 40 Wakefield Road, LEEDS, West Yorkshire, LS10 3TP

<b>Inspection date</b>	30/08/2013
Previous inspection date	26/03/2013

<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		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

## The quality and standards of the early years provision

### This provision is inadequate

- The management does not take effective steps to monitor practice or ensure practitioners are given sufficient support and training so that they manage children's behaviour appropriately and meet children's needs.
- Practitioners do not plan challenging and motivating experiences to help children make good individual progress in their learning and development.
- Management does not ensure systems are put in place quickly enough to provide further support for children who are not making expected progress and need additional support. This means not all children are well prepared for their next stage in learning.
- Some practitioners do not have a clear understanding of how children learn effectively. This has a detrimental impact on children's ability to remain interested and motivated.
- Practitioners are not effectively deployed to ensure that children are fully supervised and protected from any hazards so they are kept safe.

### It has the following strengths

- Some practitioners are knowledgeable about how children learn well and engage children's interests. This means some children make good progress and have fun.

## 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 had a tour of the premises and discussed how the nursery works.
- The inspector talked to parents throughout the inspection.
- The inspector observed children at play in each of the units, both indoors and outdoors and talked to children and practitioners.
- The inspector discussed lunch and snack time arrangements with practitioners and the cook, and also watched the children having lunch.
- The inspector undertook a joint observation with the managers and the early years teacher.
- The inspector discussed children's progress records with practitioners, the early years teacher and the managers.
- The inspector examined a range of documents and records.

## Inspector

Caroline Midgley

## **Full Report**

### **Information about the setting**

Kidsunlimited Nurseries - First Direct Stourton is one of a large chain of nurseries run by Kidsunlimited Bright Horizons Family Solutions. It has been operating since 1994 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery operates from a self-contained unit of 12 rooms in the First Direct building in Leeds, West Yorkshire. All rooms are at ground level. It has a number of areas for outdoor play. The nursery provides care exclusively for children whose parents work on the site at First Direct or at HSBC.

The nursery employs 42 members of childcare staff, including the manager. Of these 35 hold appropriate early years qualifications at level 3 and one holds Qualified Teacher Status. The nursery opens Monday to Friday for 52 weeks of the year. Sessions are from 7am until 6.15pm. Children attend for a variety of sessions and there are currently 190 on roll, all of whom are in the early years age group. The nursery provides funded early education for three- and four-year-olds and cares for children, who have special educational needs and/or disabilities. The nursery receives support from the local authority.

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

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

- ensure that where any child whose progress in any prime area gives cause for concern is given sufficient support in the nursery; ensure this is discussed with parents and/or carers to agree how to support the child and help them access specialist support or other agencies as appropriate
- ensure that children are adequately supervised, and deploy staff to meet children's needs
- ensure spaces, equipment and toys are safe for children to use; for example, by ensuring toys are not left on the floor as trip hazards
- observe and assess each child's individual progress across all areas of learning, and use this information to plan a challenging and enjoyable experience for each child in order to support their progress towards all the early learning goals
- ensure all practitioners have appropriate training, skills and knowledge, and a clear understanding of their roles and responsibilities, so they understand about managing children's behaviour effectively and offer a good quality learning experience for children that continually improves
- foster a culture of mutual support, teamwork and continuous improvement, which encourages the confidential discussion of sensitive issues
- put in place appropriate arrangements for the supervision of staff who have contact with children and families.

**Inspection judgements**

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

This nursery provision is inadequate because some children's development is not as good as it should be, given their starting points. The progress of some children, particularly those with special educational needs and/or disabilities, does not match the level of progress made by most children. Although the managers are aware that some children are not making appropriate progress, they do not ensure systems are put in place quickly enough to provide further support for them in the nursery. They do not make sure children quickly benefit from the specialist services of outside agencies. This means not all children are well prepared for their next stage in learning.

There are inconsistencies in the quality of teaching and practices in the nursery. Some practitioners are knowledgeable about how children learn and engage children's interests. For example, children happily draw with giant chalks outdoors and a practitioner observes and takes the opportunity to extend their learning by drawing around a child. She also encourages the children to draw around her. During this activity she encourages the children's language development by modelling good discussion and listening skills. The practitioner introduces new vocabulary and mathematical language such as long and short. She also encourages children's physical development as they carefully draw around each other. However, some practitioners do not have a clear understanding of how children learn effectively through playing, learning and exploring alongside adults. For example, they do not ask questions with more than one answer. This reduces children's opportunities to think critically. Too many practitioners lack motivation and enthusiasm when presenting activities to children. For example, a practitioner sits at a table with a small group of children playing with play dough; children are each provided with a board, a rolling pin and a piece of play dough. However, the practitioner does not use this opportunity to extend children's learning but instructs them what to do. For much of the activity she is not engaged with the children at all and does not take the opportunity to encourage children's enthusiasm or special ways of learning. This has a negative impact on children's ability to remain interested and motivated in their play.

Some practitioners have good relationships with parents. They talk to parents about their child's learning and what they can do to support learning at home. There is also a more formal system called 'parent partnership'. However, this system is not consistently used to ensure all children receive the support they need to make good progress, and some parents are not aware of this system. They state they would welcome more opportunities to talk to practitioners about their child's learning and development. There are adequate systems in place to identify children's starting points and observation and assessments are in place, including the progress check for children aged two years.

Some children and babies have opportunities to develop their communication and language skills. For example, children enjoy joining in with songs and action rhymes in a cosy outdoor area. They sit comfortably with practitioners who read them stories. Children can move between the inside and outside environment freely for much of the day and some effective activities are provided outdoors. However, the outdoor learning environment is generally not well used, and some practitioners do not use outside play as an opportunity to extend children's learning or advance their personal, social and emotional development.

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

This nursery provision is inadequate because practitioners do not consistently prioritise children's safety. This inspection took place because a child had an accident in which they broke a leg, but practitioners have not adapted their practice to ensure this does not happen again. For example, the child may have tripped over a toy, but practitioners do not ensure the areas where children frequently walk are kept free of toys. They do not teach children to move about safely and consider each other's safety.

Each child has a key person who is responsible for the settling-in process and who works with parents to gather information about each child's care needs. This helps children in the transition from home to nursery. Generally, children are supported as they change key practitioners and move from one room to the next. Mealtimes are generally a positive experience for children and meals are nutritious and freshly prepared on site. Children enjoy their food and older children have opportunities to serve themselves second helpings. This gives them a feeling of independence and increases their self-esteem. In addition, children develop a positive attitude to healthy eating, and children's special dietary needs are very well provided for.

Generally, children behave well in respect of their ages and understanding. They begin to learn acceptable behaviour as practitioners encourage them to share with their friends. However, some practitioners do not always manage children's behaviour appropriately so that they learn to take responsibility for their own and others' safety during their play. All children benefit from easy access to outside play which means they have plenty of fresh air and exercise. Practitioners ensure children wear sunhats outdoors in bright sunshine, which helps keeps them safe. Children are provided with wellington boots to ensure they can get out in all weathers.

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

This nursery provision is inadequate because the management team does not meet all the requirements of the Early Years Foundation Stage or the requirements of the Childcare Register. This inspection took place because the nursery had informed Ofsted of two incidents. The first was an accident in which a child broke a leg. The second was an allegation about a practitioner's management of a child's behaviour. The inspection found that the provider has not adequately investigated either incident, and has not put systems in place to prevent either type of incident recurring. Practitioners do not manage children's behaviour consistently and some practitioners do not use appropriate methods to manage behaviour. Practitioners have a basic understanding of child protection procedures; they know who to inform if they have concerns. There are appropriate vetting procedures in place, which help to ensure that adults caring for children are suitably checked.

The manager recognises that there are variations in practice within the nursery. She is aware practitioners' knowledge of planning and learning, particularly outdoors, and that the provision for children with special educational needs and/or disabilities requires developing. The manager addresses these issues through staff supervision and training, and her door is always open. However, these actions have not secured enough improvement for all children in the nursery because the manager relies too much on practitioners asking for help, and some still lack motivation and enthusiasm. As a result, there is still too much inconsistent practice, which compromises children's safety and negatively affects the quality of their learning experiences.

The management team and practitioners have addressed the recommendations made at the previous inspection. For example, lunchtime is a generally positive and social experience for children. However, there are not many resources that support children's

interest and development in technology. The manager plans activities and training sessions to improve the educational programmes, and she currently has a focus on improving the use of the outdoor areas.

The nursery has generally good relationships with parents, but some parents are unaware of the 'parent partnership' system and some parents are not well supported when they need to get extra support for their children. However, practitioners talk to parents at the beginning and end of each day to exchange information about their child's day, and many parents are very happy with the care and support their children receive. There are notice boards, which provide information about the nursery's registration, policies and procedures. The nursery has some links with the local schools and practitioners talk to children about what happens at school to help children in the move from nursery to school.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

### To meet the requirements of the Childcare Register the provider must:

- ensure that the premises and equipment used for the purposes of the childcare are safe and suitable for that childcare (compulsory part of the Childcare Register)
- ensure that the premises and equipment used for the purposes of the childcare are safe and suitable for that childcare (voluntary part of the Childcare Register).

## 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

<b>Unique reference number</b>	319379
<b>Local authority</b>	Leeds
<b>Inspection number</b>	928962
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	237
<b>Number of children on roll</b>	190
<b>Name of provider</b>	Kidsunlimited Limited
<b>Date of previous inspection</b>	26/03/2013
<b>Telephone number</b>	0845 365 2928

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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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