

Kidsunlimited Nurseries - Summerfields

Summerfield Village Centre, Dean Row Road, WILMSLOW, Cheshire, SK9 2TA

Inspection date	14/01/2014
Previous inspection date	23/04/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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		1
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 make good progress in all areas of learning. They experience a wide range of interesting and challenging activities which prepare them well for their next stage of learning.
- Staff give the children an exemplary level of positive attention, resulting in them being happy, settled, confident and developing strong relationships.
- Comprehensive policies and procedures are carefully implemented by staff and monitored by management. This ensures that the health, safety and well-being of the children is promoted extremely well.
- Partnerships with parents are well-established, enabling staff and parents to work together to support the care and learning needs of their child.

It is not yet outstanding because

- Children with limited verbal communication skills would benefit from the additional support of a wider range of visual methods to help them follow daily routines and to express their needs.
- There is scope to enhance the already good partnerships with parents by extending opportunities to share information about activities in the setting, so that these can be used to further support learning at home.

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 and talked to children in the four main playrooms and in the outside learning environments.
- The inspector conducted a joint observation with the deputy manager.
- The inspector held meetings with the manager of the provision and the early years professional.
- The inspector looked at children's assessment records and planning documentation, the settings self-evaluation system and a selection of policies.
- The inspector checked evidence of suitability and qualifications of practitioners working with the children.
- The inspector took account of the views of parents and carers spoken to on the day and the setting's parent surveys.

Inspector

Sharon Lea

Full report

Information about the setting

Kidsunlimited Summerfields Day Nursery opened in 1998 and is one of a large nursery chain run by Kidsunlimited which is part of the Bright Horizons group. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery operates from the ground floor of purpose built premises situated on the outskirts of Wilmslow. There are several enclosed areas available for outdoor play.

The setting employs 16 members of childcare staff. Of these, 11 hold appropriate early years qualifications, at level 2 and level 3. One staff member holds an early years degree and one holds Early Years Professional Status. The setting opens Monday to Friday, all year round, apart from bank holidays. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions.

There are currently 52 children attending who are in the early years age group. The setting provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- enrich the range of methods used to support those children with less well-developed verbal communication skills, for example, by using visual timetables to enhance children's understanding of what will happen next and to help them express their needs more effectively
- enhance the information shared with parents about the activities their child has been involved in by, for example, introducing noticeboards at the entrance to each room to enable parents to discuss activities and expand on these at home.

Inspection judgements

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

The quality of teaching is good, ensuring that children make very good progress in all areas of their learning and development. This is because staff get to know the children well, through regular observations, which identify their skills and the potential next steps in their learning and development. They use this information alongside their thorough

knowledge and understanding of how children learn, to plan a wide range of continuous, child chosen provision and adult-initiated activities both indoors and outdoors. Children are able to develop their own ideas and interests through the continuous provision of resources and activities within the learning environment, which staff enhance to support and further develop their learning and skills. Through effective observation, staff are able to identify when they should leave children to become deeply absorbed in their play or when it is appropriate to intervene, in order to develop learning further. For example, toddlers are supported to safely negotiate the outdoor steps into the wooden house by staff, and this aids the development of their physical skills. In contrast, children who are keen to independently explore the varied range of resources are observed closely by staff who do not intervene, knowing that children are totally absorbed in this valuable opportunity of exploration. Consequently, children make good progress in their learning, which enables them to be well-prepared for the next stage of their lives and in preparation for school.

Children make good progress in their communication, language and literacy skills, enabling them to become confident communicators. An 'awe and wonder' area, suitable for babies and children of all ages, has been introduced to enable staff to concentrate on communication and language skills with small groups of children. This area has a wide variety of interesting and unusual resources, aimed at promoting children's curiosity and developing new vocabulary. Babies and children of all ages enjoy sharing picture books and stories with staff and engage happily with songs and action rhymes, copying the actions led by staff and requesting favourite songs. Staff model language well, speaking clearly and repeating words to support younger children in their language development. Older children are continually engaged in conversation by staff who listen to their responses and ask open-ended questions to further their thinking. Support for children whose first language is not English and those who have yet to fully develop their speech is carefully considered. However, there is scope to further expand on the range of methods used to support children with limited verbal communication skills, through the use of more visual aids, such as visual timetables. Staff provide a print rich environment where resources and displays are labelled with pictures and print. Older children are taught early phonics in order to be able to say letter sounds, assisting them to develop their early reading skills. The introduction of an 'office area' in the pre-school room, has supported children in confidently developing their writing skills and practising how to write their names. Resources for writing and mark-making are evident indoors and outdoors to enable children of all ages to develop their early writing skills. This supports children's developing literacy skills well, in readiness for the next stage in their learning, such as school.

The setting is highly committed to working in partnership with parents and carers and identifies that this is one of their strengths. Staff understand the importance of developing these positive relationships in order to promote consistency of support with regards to children's care, learning and development. Parents complete detailed 'All about me' documents which shares information about their child's personality, skills and development with their child's key person when they start in the setting. This enables the needs of the child to be met from the outset and supports staff in completing accurate assessments of children's starting points once they are settled. Daily sheets or verbal feedback is shared with parents about their child's care routines, such as nappy changes and the activities

that they have been engaged in. Parents are actively encouraged to contribute information about their child's learning at home and provide up-to-date information on their child's interests through stickers which are available outside all rooms. Summaries of each child's learning and development are shared twice yearly with parents at parent's evenings and the required progress checks for children aged two are in place to complete with parents at the appropriate time. Learning links between home and the setting are promoted through a book lending service with appropriate books for under and over twos which can be shared at home. Following parental requests, a cosy den area has been developed in the nursery's reception area, providing a communication friendly space, enabling parents to share books or conversations with their children, away from the hustle and bustle of the main nursery rooms. These opportunities support parents in developing communication and language skills with their children and shared reading, in readiness for the transition to school. Nursery events, including twice yearly parent's evenings, grandparent's days, or special events, such as Christmas fairs, further support the welcomed involvement of parents and families within the setting.

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

There is an excellent key person system in place which supports children in forming positive attachments and relationships with staff. Children receive an exemplary level of positive attention from staff, who get to know the children extremely well. Parents feel very strongly that staff are highly aware of their children's individual personalities and are very reassured at the level of positive interest that staff have in their children. They particularly value that all staff, even those who are not directly involved in their child's care, know their child personally and greet them by name, promoting their sense of belonging and self-esteem within the setting. This results in children being happy and settled and enables them to securely and confidently explore their environment, becoming active and motivated learners.

Parents are highly complementary about the emotional warmth of the staff and homely atmosphere of the setting, which means that they feel very welcome and reassured that their children are happy and extremely well-cared for. Settling-in visits are flexible to take into account the individual needs of each child and, as a result, children settle very well. Parents are fully involved in their child's transition into the setting, sharing information about their child's likes and dislikes, care needs and development. This means that staff can provide for the child's routine needs and interests from the outset, resulting in children's physical and emotional needs being very well-met. Similarly, the support for children's transition to other rooms within the setting is equally successful and highly effective. For example, staff visit the new room with the child and share information with the new key person to minimise any anxiety and ensure that the child's needs continue to be fully met. Parents are fully consulted and involved and staff respect that parents, as well as the children, need to be sensitively supported through these important milestones in their child's lives. Four-year-olds are fully prepared and settle well into the school environment because nursery staff make sure they are confident and fully prepared both socially and emotionally. As a result, children make the move on to full time education more easily because they make good progress in the learning and very positive steps are

taken to ease their transition. Children of all ages and abilities display confidence in their surroundings and are eager to learn and play in this very welcoming and highly stimulating provision. The superb environment, both indoors and outdoors, enables children of all ages to freely select a wide range of resources to support their play and learning. Spacious, well-organised rooms enable babies and young children to have the space to move around freely and practise their physical skills, including walking. Children gain an excellent sense of belonging and well-being as throughout the nursery examples of their creative work and photographs of them engaged in activities within the setting are displayed. Behaviour is excellent because the staff consistently role model respectful relationships and good behaviour, encouraging the children to be kind to one another, share and use good manners. Firm friendships between children are evident and a high level of understanding of one another's differences ensures that children are kind and considerate towards one another, including those with special educational needs. This is enhanced further through opportunities for children to visit other rooms within the setting, spending time with children of different ages to themselves, and learning from one another about the different needs and abilities of others.

Physical skills are extremely well-promoted as children have access to garden areas directly from their group room or to communal play areas containing larger equipment throughout the day. The provision of waterproof suits and water-proof boots ensures that children can benefit from plenty of fresh air and exercise in all weathers. Outdoors, children learn how to take risks safely as staff encourage them to challenge themselves on the large equipment and learn to negotiate obstacles with one another when riding bikes and other wheeled toys. The wide variety of open-ended resources available, such as, tyres, planks and crates, enable children to build their own structures and challenge their thinking skills. For example, older children actively build a structure from large wooden reels and planks, to practise their balancing skills. When younger children encounter this, their use of thinking and negotiation skills is evident, as they work out how to climb over this without falling, effectively learning a valuable skill about how to keep themselves safe. Knowledge and understanding of how to recognise dangers and risks in the environment are developed through staff using the setting's health and safety superhero 'Candyfloss'. This supports children to not only identify potential danger, but also how to deal with this appropriately in order to keep themselves and others safe from harm. Snacks and meals provided by the enthusiastic nursery chef are well-balanced and nutritious and all dietary needs are very well-catered for. Continuous snack and drinking stations enables children to maintain their energy levels throughout the day, and this is monitored by staff to ensure that children access this sufficiently. Mealtimes are social occasions and children are encouraged to use good manners and their cutlery appropriately, supported by staff according to their needs. Topics and discussions on healthy eating and growing vegetables outdoors in the gardening club, supports children's developing understanding of healthy choices. Independence and self-help skills are promoted extremely well through babies feeding themselves when they are able, and older children serving their own meals and pouring their own drinks, with staff overseeing appropriate portion control. Hygiene is well-promoted through established hand washing routines and responding to children's individual care needs. Children are helped with toilet training when they are ready for this new stage of development, in partnership with parents, and older children are able to independently use the bathroom whenever they need to. Children who have identified

additional needs are supported extremely well, using guidance from other professionals, such as speech and language therapists and the Portage service, ensuring that their needs are carefully met and their well-being is fully maintained.

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

The management team have a very good understanding of their roles and responsibilities in ensuring that the setting is effectively organised and the requirements of the Statutory framework for the Early Years Foundation Stage are fully implemented. Comprehensive policies and procedures, risk assessments and safety measures are all in place, implemented by staff and monitored by management. This ensures that the health, safety and well-being of the children is promoted extremely well at all times and that risks and hazards are minimised. Policies and procedures are regularly reviewed and information from accident records are used to further assess risks and to inform staff practice. Detailed accident and medication records are maintained and signed by parents. This helps to keep them informed at all times and helps to protect children's welfare. Security is given a high priority and staff and management ensure that only authorised persons have access to the setting, through use of an intercom system and checking the identity of parents and visitors. This is enhanced through the management team office being based in the entrance, enabling parents to have daily contact with management, should they have any queries. Staff's knowledge of the safeguarding procedures is strong and they have a clear understanding of their role and duty to report any concerns. The written safeguarding policy contains detailed information and clear reminders of the procedures to follow should any concerns about a child be identified, and this information is evident throughout the building. Parents are made aware of all policies and procedures when first joining the setting and again when these are updated or new policies are implemented. This ensures that effective steps are taken to minimise risk and keep children safe and secure.

A thorough company recruitment and induction process ensures that new staff are suitably qualified, vetted, and fully understand their role and responsibilities. The staff team is well-established and experienced, reflecting staff satisfaction in their roles. Management ensure that there is always sufficient staffing to meet ratios, and that children are appropriately supervised at all times. Relief staff are retained by the company to cover staff absences, resulting in consistency for the children who are happy to be cared for by a familiar person. Management share information with parents regarding any staff changes which may affect their child, keeping them informed through letters, e-mails, face-to-face or telephone contact. Stringent staff conduct expectations result in staff maintaining high levels of professionalism and integrity at all times. All staff contribute to the established supervision and appraisal process which is used well to identify support, highlight training and meet their development needs. Staff receive training in safeguarding, first aid and food hygiene and attend a wide range of additional training which the company provides and invests in financially. Evaluation of the strengths and

areas for development of the setting is ongoing and involves the views of parents through online surveys and feedback forms following events, such as parent's evenings. Management are highly pro-active at addressing comments made by parents, displaying these on 'you said' and 'we did' noticeboards. A clear complaints procedure is in place and management thoroughly investigate any concerns expressed, however small. Systems are in place to monitor children's observation and assessment files to ensure they are up-to-date and that any gaps in learning or the provision are identified and addressed swiftly. The management team spends considerable time in the childcare rooms, observing staff practice, checking that the environments are appropriately resourced and that planning is broad and balanced, meeting the individual needs of the children attending. Outcomes from monitoring systems are then used to inform the setting's training plan, therefore, addressing any areas requiring improvement swiftly.

Partnerships with parents are very well-established, enabling staff and parents to work together to support the care and learning needs of the children throughout their time in the setting. Parents speak highly of the warmth and friendliness of the staff who care for their children and the progress their child is making in their learning and development as a result of their input. Daily written information is shared with the parents of babies and toddlers. In the older children's rooms, verbal information is shared as there is an expectation that the children will talk to their parents about what they have been doing in the setting. However, parents identify that the already very good partnerships they have, would be enhanced further still through the introduction of written information about the activities and topics that their child has participated in. This would enable parents to engage in discussions with their child, supporting further learning at home. Parents receive monthly newsletters via email, a wealth of information through notice boards, have access to a comprehensive website and attend parent's evenings and other social events, such as Christmas fairs. An innovative parent nursery association group is in place, enabling the voices of all parents to be shared, through parent representatives who are contactable via email. This supports those who are less confident to have their views on the setting expressed and heard. Effective partnerships with external agencies and local schools are well-established and contribute securely to meeting children's needs. Teachers are invited to meet those nursery children who will shortly be transferring to school, enabling information to be shared about individual children's personalities and needs. Professionals, such as speech and language therapists, who are supporting children who attend the setting are welcome and staff work with them well to promote and support the child's identified needs.

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	305347
Local authority	Cheshire East
Inspection number	950260
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	91
Number of children on roll	52
Name of provider	Kidsunlimited Limited
Date of previous inspection	23/04/2013
Telephone number	0845 365 2934

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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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