

# Kidsunlimited Nurseries - Chineham Park

Spindlewood, Stag Oak Lane, Chineham Business Park, Chineham, Basingstoke, Hampshire, RG24 8NN

<b>Inspection date</b>	17/02/2014
Previous inspection date	22/04/2013

<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		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 are happy and relate well to each other and the staff, which indicates they are secure and confident.
- Good care is taken to ensure that staff: child ratios are consistently met.
- Staff have regular staff meetings and training opportunities, which help to ensure the nursery works consistently to offer a good level of service.
- Parents speak positively about the nursery. They are confident that staff know about their children and feel that communication is good.
- Children make good progress. An innovative system of recording next steps ensures that all staff and parents are aware of the next steps they are encouraging.
- Leadership and management respond quickly to address weaknesses and encourage staff to develop their skills through training opportunities.

### It is not yet outstanding because

- Staff do not use resources to best effect to encourage children's interest and learning, particularly in role play areas.
- Staff do not fully encourage more able children's early literacy skills, by helping children to form letters correctly or to recognise the sounds that letters represent.

## 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 the premises and resources with the deputy manager.
- The inspector observed the children at play.
- The inspector examined records and documents provided by the deputy manager.
- The inspector spoke to some parents.
- The inspector read the provider's self-evaluation document.

## Inspector

Lynne Lewington

## Full report

### Information about the setting

Kidsunlimited Nurseries at Chineham Park is one of 203 nurseries owned by Bright Horizons Family Solutions. The nursery registered in 2002 and operates from a purpose-built building. Children are cared for in eight age-related base rooms. All children share access to secure, enclosed and adjoining outdoor play areas. The nursery is situated on Chineham Business Park on the outskirts of Basingstoke, Hampshire. Children come from a wide geographical area. The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The nursery is open each weekday from 7.30 am to 6 pm for 52 weeks of the year. There are currently 133 children aged from three months to under five years on roll. Children aged three and four years receive funding for early education. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery employs 39 staff; of these, three hold appropriate early years qualifications to level two and 19 to level three. The manager has a qualification at level 3, and is working towards a level 5 qualification. Currently, two members of staff are developing their qualifications with further training.

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

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

- help interested children to increase their early reading and writing skills by supporting them to become aware of letters and sounds and to form letters correctly
- develop imaginative play opportunities by using real resources in role-play areas, such as packaging, bags, hats and water.

### Inspection judgements

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

Staff provide a good variety of enjoyable activities across all areas of learning, which helps children to develop their curiosity and interests. For example, children experiment with paper aeroplanes in the garden and see how far they fly, standing in different places and noticing the differences. Children make good use of the quiet, cosy areas to sit and use the books independently. Staff also read to children and bring stories alive by using finger puppets and other objects to encourage children to take part in the story. For example, children learn about the lifestyle of a ladybird from scientific pictures and then hear a story about a ladybird. They use the finger puppets to take part in the story. They are inquisitive and ask questions and staff help them to work out the answers by asking

appropriate questions to make them think. Staff support children learning English as an additional language successfully as, for example, parents share words that they use at home. Some children learn to write their names and show a strong interest in reading and writing. However, staff do not encourage children to practise the movements which help them to form letters correctly, or sufficiently help them begin to recognise the letters that represent sounds.

Younger children demonstrate their increasing physical skills as they ride wheeled toys with confidence, dig in the sand and use mark-making materials. They have access to collage materials, chalk and blackboards and enjoy creative opportunities. However, the home corners in the playrooms are not attractive and look tired and depleted of resources. This slightly limits children's opportunities to be inspired and learn through their play. Overall, however, role play provides children with good opportunities to act out experiences use their imaginations, practise language and be creative.

The youngest children benefit from lots of warm, nurturing attention. Staff encourage them to develop their early walking skills as they hold the young children's hands and encourage them to take steps. Staff model language well, providing a good commentary on their actions, extending and building on the sounds the young children make and singing to them. Nursery staff are developing their abilities to use sign language alongside verbal communication to aid children's understanding. They also use facial expressions to accompany their words, which help to maintain the young children's interest.

The majority of staff monitor children's development well. Senior staff are aware of weaknesses and have systems in place to ensure all children are encouraged to achieve their potential. Key people record the next developmental steps for each child in their group on a large whiteboard in the playroom. This enables all staff and parents to be aware of the next steps in learning which are currently being encouraged and to participate in children's development. The majority of children are making good progress from their starting points. Staff undertake well-informed progress checks for two-year-old children and discuss these with parents. This process helps to identify if each child is developing the skills which are the basis for further learning. If staff are concerned about children's development, they monitor their learning and development carefully and discuss concerns with parents sensitively. Staff are proactive in seeking further advice and support for children.

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

Children form secure attachments to their key people and to familiar staff in the rooms they use. Staff in all rooms greet children warmly as they arrive and always say good-bye to them. This helps children to feel important and gain self-esteem. Staff praise children meaningfully for their kindness and efforts. This helps children to understand what is 'good' about what they have done. The staff are positive role models. They speak kindly to children and each other and show good manners; consequently, children behave in a similar way. Staff understand that, as children grow, they need to learn to resolve some problems themselves. They supervise and ensure children behave fairly and kindly to each

other as they learn to respect each other and be tolerant. Children learn about safe behaviour relevant to their age and understanding. For example, they learn to use utensils in their play and at meal times and they practise the fire drill regularly.

Staff promote children's understanding about a healthy lifestyle effectively. They encourage children to develop their physical skills in the fresh air and natural light everyday. Children thoroughly enjoy this and use lots of energy, which helps to encourage them to eat well. They clearly enjoy the freshly cooked meals and deserts to learn about a variety of nutritious foods. After an active morning and a hearty lunch, the younger children benefit from a nap. Staff ensure they are comfortable and settled in cots or on sleep mats. When they awake, staff are gentle and nurturing, providing a cuddle and a drink. This routine helps the children to feel comfortable, happy and secure.

The nursery is an attractive, spacious and, mostly, well-resourced environment for children. The rooms are comfortable and equipped for the age range of children they cater for. For example, the babies' play room is attractively set out with areas for young children to explore. Babies have mirrors to look in, different surfaces to touch, walk and climb over, places to hide in and a range of toys with which to experiment.

Each child experiences positive moves between units of the nursery because their key person gradually introduces them to the new room. Staff take care to talk with parents about the move, ensuring it is managed at a pace suitable to each child. When children are due to move to school, they participate in many activities to accustom them to the forthcoming change. Their independence is encouraged and, often, they meet their teacher. Photographs of the school help to introduce the new environment and parents are encouraged to take their children to visit. Overall, children gain good skills to take them forward to the next stage of their early education.

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

The provider has a good understanding of the responsibilities in meeting learning and development requirements. Senior staff monitor the provision to ensure the staff in each room provide children with a broad range of activities which help and encourage their development. Management provide guidance and support to ensure new staff get the support they need to establish themselves in their role. This helps to ensure that children still receive a good level of care at times of change. Staff benefit from a supportive working environment and regular opportunities to share their ideas. The company encourages the staff to develop their knowledge and skills through training and qualification opportunities.

The recruitment process is robust and relevant checks undertaken to ensure staff are suitable for their roles. Staff benefit from a comprehensive, induction process, which helps to ensure they understand the way the company works and their part in it. Regular staff meetings and appraisals add to the opportunities for staff members to be active members of the large workforce team. Good care is taken to ensure the premises are safe and the

welfare of children is safeguarded. This inspection was brought forward to check that the setting continues to meet all safeguarding and welfare requirements, with particular regard to the administering of medicines. In December we received information that raised concerns about safeguarding practice and the way that staff administered medication to a child. We carried out a short notice visit to the setting. We found that an incident had occurred and that at the time of the incident, the setting failed to ensure appropriate steps were taken to promote a child's welfare and individual needs. However, evidence showed that the provider had put measures in place to ensure such errors do not happen again, should such a situation arise. Therefore the provider was found to be compliant in respect of this issue. However, it was found that the provider failed to implement the setting's safeguarding procedure to ensure Children's Services were contacted without delay. Therefore, Ofsted issued a notice to improve to make sure there are effective strategies in place to ensure staff implement the setting's safeguarding policy and procedures, by notifying agencies with statutory responsibilities without delay, if there is a concern about a child's safety or welfare. This inspection finds the provider to be meeting all safeguarding requirements well. All staff demonstrate a sound awareness of safeguarding matters and understand their role in protecting children. Procedures are in place to guide safeguarding practice and staff are confident about implementing them. There are no concerns about the administration of medicines and children's behaviour is managed well.

Self evaluation is thorough and takes into account the views of parents, children and staff. Plans for improvement are identified and achievable steps planned in order to achieve the desired outcomes. Senior managers act swiftly to improve the company practice when required and ensure that staff are all well informed of changes. Parents, many with children who have attended since they were babies, comment very favourably on the service offered by the nursery. One parent said her child has developed so much owing to the care and attention she gets at nursery. Parents say staff are approachable and helpful and they feel well informed about their child's day and the progress they are making. Partnerships with other services are effective as these help to enhance the provision offered. The nursery staff work proactively with specialists involved with children with special educational needs and/or disabilities. Staff have a good understanding of strategies for information to meet the needs of individual children.

### **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

<b>Unique reference number</b>	EY232249
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	952411
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	144
<b>Number of children on roll</b>	133
<b>Name of provider</b>	Kidsunlimited Limited
<b>Date of previous inspection</b>	22/04/2013
<b>Telephone number</b>	0845 365 2910

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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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