

Kidsunlimited Nurseries - East Barnet

87 Brookside South, East Barnet, BARNET, Hertfordshire, EN4 8LL

Inspection date	02/04/2014
Previous inspection date	15/03/2013

The quality and standards of the early years provision	This inspection:	3
	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		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- A good range of interesting, stimulating activities are available. This enables children to choose what they want to play with, encouraging their decision-making skills.
- The manager has ensured that staff have received comprehensive training to support fully their understanding of the setting's safeguarding policies and procedures and to ensure that they effectively safeguard the children in their care.
- Children make good progress from their initial starting points as a result of the good opportunities available to them and the valuable support from staff.
- Children enjoy strong relationships with staff at the nursery. Therefore, they are happy and keen to learn and rapidly grow in self-assurance.

It is not yet good because

- The provider notified us of an incident where a child was left unsupervised in the garden. This is a breach of the welfare requirements. However, the inspection found that procedures have been promptly revised, including risk assessments and daily registers.
- Staff do not consistently encourage children to practice writing their names during some creative activities. This slightly reduces opportunities for children to develop their early writing skills at such times.

- Floor space in the baby room is not always organised to fully support babies emerging new skills, such as crawling and walking.

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.

Inspection activities

- The inspector observed activities in the main playrooms.
- The inspector spoke with the manager, provider and staff at appropriate times throughout the observations.
- The inspector looked at children's learning journeys, planning documents, the development plans and a selection of policies and procedures and children's records.
- The inspector checked staff's suitability checks and the settings safeguarding policies and procedures.
- The inspector spoke with parents to gather their views on the setting.

Inspector

Rebecca Hurst

Full report

Information about the setting

Kidsunlimited Nurseries in East Barnet registered in 2010. The setting is registered on the Early Years Register. It is managed by Kidsunlimited Limited, who operate a chain of day care nurseries nationally. This setting operates from adapted premises in East Barnet, within the London Borough of Barnet. Children have access to four play rooms and associated facilities; these are situated on the basement and ground level. There are stairs and a lift to access each level of the premises. There is an outdoor play area for children. The setting operates Monday to Friday from 7.30am to 6.30pm, throughout the year, except bank holidays. There are currently 141 children in the early years age range on roll. Children attend for both full-time and part-time sessions. The setting receives funding to provide free early education for children aged three and four. The setting currently supports children with special educational needs and/or disabilities and children who learn English as an additional language. The setting employs 29 members of staff, this includes the manager. Of these, 22 hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- develop the use of daily routines to provide opportunities for children to practice their early writing skills
- provide clear floor space for babies to move around easily and develop their emerging physical skills

Inspection judgements

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

Staff provide good quality teaching and, as a result, children are making good progress in their learning and development. Planning takes into account what children need to learn next, their interests and views from their parents to plan effectively. Staff encourage parents to share the activities they have been doing at home and also use this information to inform their planning. This makes sure that parents are an integral part of the children's learning. Staff track the children's progress using developmental milestones. These are used successfully to see if children require support with their learning and development, whether they are behind or excelling. Staff share detailed progress reports and the required progress check for two-year-olds with the parents so they can see the progress their children have made. Given the children's starting points, they are making good progress and are gaining the skills they will need for their future learning.

Children of all ages enjoy books and readily choose their favourites for staff to read with them. Staff ask children useful questions about what is happening in the books. This allows children to think about the answers and respond. Staff effectively use nursery rhymes, explanation and praise to help develop children's communication and language skills. Therefore, children are confident communicators and are developing their vocabulary and spoken language well. Staff provide children with opportunities to access writing resources, although they do not consistently encourage them to attempt to write their names on their creations. This slightly reduces opportunities to fully promote children's early writing abilities.

When children are nearing school age, staff work closely with teachers and the parents to enable them to settle into a new routine quickly. This also enables children to be ready for the next stage of learning. Staff work well with each other and enable children to progress smoothly through the nursery. This supports well children's self-esteem and builds on their confidence to become independent learners.

Staff effectively teach children about different festivals and celebrations from around the world. This helps children to develop their knowledge and understanding of diversity. Staff work with the parents to gather key words from children's home languages to promote children's learning of English. Staff support children with new emerging skills, such as walking through the use of walkers. However, floors are not always fully clear resulting in babies not being able to have a clear route to practise these new skills. Babies enjoy new experiences, such as exploring porridge oats. They learn that their movements make the different marks in the oats. This promotes the children's curiosity and their physical development well.

Children are happy and settled in the care of the staff. They have developed secure bonds with the staff, which builds their self-esteem and confidence. This also effectively supports the children's ability to learn. Children enjoy snuggling up to staff for cuddles, reassurance and support.

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

The nursery has effective measures to promote children's ongoing safety in the indoor and outdoor learning environments through the use of a toy called candy floss. However, a child was left unsupervised in the garden as staff did not fully follow the nursery's risk assessments procedures for head counts and making sure they reviewed all documentation relating to the registers. Risk assessments are now thorough and clearly identify hazards and any action taken to minimise these. Staff effectively use resources such as Candy floss, the nursery's safety mascot to teach the children about their own safety and to think about safety around them. Children are fully aware of how to use stairs safely when moving from the different learning areas. They carry out their own risk assessments on resources to make sure they are safe for them to use. This is good quality teaching to promote the children's safety. Fire drills are carried out on a regular basis, teaching children to be aware of what to do in an emergency. During role play activities staff effectively teach the children about their own safety and talking about cups of tea

being hot. Children remind the staff they need to blow them. This promotes the children's learning about their own safety and well being. Children thrive in an environment where a good standard of hygiene is maintained. All children learn about good hygiene routines through washing their hands at appropriate times; for example, after messy play and before snack and meal times. Children enjoy valuable social experiences when eating together. The majority of children serve themselves their own meals, which greatly supports their independence skills and physical development. Staff sit and talk to the children about what they are eating and the effect it has on their bodies. Staff support the children well in learning portion control and all children are developing high levels of control when serving their meals. Children also support the staff and help to set the tables before lunch is served. This promotes the children's self help skills and their physical development. Staff work closely with the parents to find out about the children's individual needs. This information is then used successfully to settle them into the setting. All staff are consistent in their approach to behaviour management. Clear and concise boundaries are taught very well to the children and they fully understand them. Good strategies are in place to teach the children how to work together, such as using words such as kind hands. Given the children's ages and stage of development they are all well behaved. Staff demonstrate a positive approach towards inclusion. They work closely in partnership with parents to fully meet the individual needs of all children. Staff show a comprehensive understanding of each child's unique needs and have detailed information on child record forms of individual requirements. Staff work closely with other agencies caring for the children to complete individual educational plans in order to support the children's progress towards the early learning goals. Realistic targets are set for the children to work towards and staff plan good quality activities for the children to participate in to support and promote their learning and development. A variety of resources available in the base rooms depict positive images of diversity, including those of culture, gender and disability. Children celebrate a variety of festivals and cultural celebrations throughout the year and these are reflective of children's cultural backgrounds. This allows children to learn about different customs and celebrations of their friends and the wider world in which they live.

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

The inspection was brought forward due to a notification being made to Ofsted regarding a child being left in the garden unsupervised. The child was found after a member of staff saw him in the garden, after the other children had gone back inside. This is a breach of welfare requirements. The manager and the regional manager notified Ofsted as part of the legal obligations to do so within the required time frame. A robust investigation was carried out according to the setting's policies and procedures and the manager to investigate the concerns. As a result of the investigation managers have changed the hand over policies and procedures when children come over to settle from other rooms. They have also made changes to their risk assessments and the registers. This enables the staff to keep the children safe and to be fully aware of the numbers of children that are in the room. Fire drills are carried out so staff and children are aware of what to do in an event of an emergency. Leadership and management of the setting are strong. The manager and staff work closely with the parents to bring about the best possible outcomes for all

the children. Documentation is maintained to a good standard and all records required for the safe and efficient management of the setting are readily available. A comprehensive range of written policies and procedures are implemented, for example for whistle blowing any concerns and notifying other agencies of concerns. These are regularly updated to reflect changes in legislation and to clearly underpin the nursery's practice. Robust recruitment procedures are in place to check the suitability of all staff. Staff have regular supervisions, one to one's and appraisals to assess their work and to look at further training opportunities. Staff attend regular training through the local authority and the nursery chains own education team, to enhance practice and promote children's learning and welfare. The manager has a clear understanding of the learning and development requirements. Staff plan and provide a good range of experiences for children in all areas of learning and staff monitor their progress well. As a result, children make good progress in their learning. Self-evaluation is strong and clearly shows the nursery's key strengths and the areas they are currently working on. The current manager is working on the previous managers areas to improve and working with the staff to make improvements to their practice. The parents share their views on the nursery and the manager gathers the views of the children to shape the service that is provided. As a result, the service is responsive to its users. All staff have a good understanding of child protection and how to safeguard the children in their care. All safeguarding requirements are met effectively. Local Safeguarding Children Board procedures are consistently known and implemented by all staff. A strict no mobile phone policy is adhered to by all staff. This further enhances the safety of the children. Staff work closely in partnership with the parents. Parents regularly share with the staff what they have been doing at home, which is used very successfully by staff to enhance the children's individual needs. Staff complete detailed developmental reviews on the children so parents can see the progress they are making. Detailed daily books allow the parents to see what the children have been doing during the day. This provides good continuity of care.

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	EY416859
Local authority	Barnet
Inspection number	966375
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	87
Number of children on roll	141
Name of provider	Kidsunlimited Limited
Date of previous inspection	15/03/2013
Telephone number	02083614442

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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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