

Kidsunlimited Nurseries - The Playhouse

WH Smith Ltd, Green Bridge Road, Swindon, Wiltshire, SN3 3LD

Inspection date	14/05/2014
Previous inspection date	05/11/2009

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		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 well-behaved and settle-in easily as staff provide a welcoming and friendly environment that promotes children's care, learning and development effectively.
- Children are able to make good progress as the quality of teaching is good overall.
- The pre-school age children are well-prepared for school as staff provide a wide range of opportunities and activities to promote their future learning.
- The manager is very enthusiastic and is able to evaluate and develop practice effectively to enhance outcomes for children.

It is not yet outstanding because

- Staff do not always provide children with enough learning experiences to fully promote their understanding of other countries and cultures.
- Children do not always have the opportunity to use the outdoor area freely to extend their learning, and the range of outdoor resources and equipment does not fully promote older children's increasing physical skills.

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 children during their activities and interactions with staff.
- The inspector sampled documentation, including children's learning records, policies and procedures, and staff records.
- The inspector carried out a joint observation with the manager in the baby room.
- The inspector spoke to a number of parents to gather their views.
- The inspector had a tour of the premises and observed the children playing in the outdoor area.

Inspector

Tracey Hicks

Full report

Information about the setting

Kids Unlimited Playhouse Nursery has been operating for 23 years. From April 2013 the nursery became part of Bright Horizons Family Solutions. It is open from 7.30am to 6pm for 52 weeks of the year. The nursery is registered on the Early Years Register and is based on the WHSmith site, Greenbridge, Swindon. There are currently 59 children on roll in the early years age range. The nursery operates from a purpose built, self contained building. The nursery mainly provides work place provision for the staff of WHSmith, although has some places available to local families. The nursery employs 14 permanent staff and one relief staff member to support at lunch times and cover staff sickness. The manager, deputy manager and four room supervisors complete the senior management team. Eight staff hold level 3 qualifications, two staff hold level 6 qualifications and two hold level 2. The nursery employ a chef on site to prepare the children's meals.

What the setting needs to do to improve further

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

- enhance children's understanding of the world, for example by extending the range of activities that increase their understanding of differences between themselves and others

- review equipment and resources outdoors to provide all the children with opportunities to freely explore and extend their physical skills.

Inspection judgements

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

The educational programmes provide the children with interest and challenge to meet their learning needs. There are a range of activities, displays and photographs which demonstrate that staff provide activities and experiences for all the children across the areas of learning. For example, two- and three-year old children explore their senses using rice and spaghetti, and children in the pre-school room explore letters and numbers in practical ways to encourage their early writing skills. These activities enable children to learn as they play in a fun way. Children benefit from an enthusiastic and motivated staff team, who have a good knowledge of the learning and development requirements of the Early Years Foundation Stage overall. Staff use an effective assessment system to track children's progress towards the early learning goals. Each child has a record of their achievements and progression which are shared with their parents. The manager also demonstrated an electronic system which is being introduced to monitor and assess group progress, although this is not currently embedded into nursery practice. These assessment

systems enable staff to recognise children's strengths and interests and use this information to identify and plan for each child's next steps in learning.

Staff use the information provided by parents upon entry to inform the starting point for each child's learning. Regular observations are carried out to ensure staff utilise the children's individual interests to assist with planning varied teaching programmes. All staff contribute to planning in the rooms where they work and the children's next steps in learning are successfully communicated to all staff to enable continuity. Staff consider children's own interests in the learning programme. For example, in the pre-school room the staff planned a wedding for two children who wished to get married, with specific resources including a wedding dress and a small tinsel ring. Staff work closely with parents and successfully keep them informed of what is happening at the nursery. It is evident that there are good relationships between parents and staff. Parents have access to a very informative website, newsletters, a parent area and information about using a parents' app for their mobile phones to help them support their children's move on to school. The nursery holds six-weekly key-person meetings and twice yearly parents' evenings to share information about children's learning and their progress.

Staff provide children with a bright colourful environment with low level displays which make them accessible to the children. For example, babies engage with a black and white display of photos of themselves. Staff add the comments made by the children to the displays to enable parents to see children's speech and development over time. Each room has a good range of resources and toys which can be accessed independently by the children. This encourages them to make decisions for themselves and promotes their growing independence. Across the nursery, children explore their environment with confidence and demonstrate their abilities readily. For example, the pre-school age children write their own names in the flour and sugar, while the toddlers enjoy mixing powder paints independently to discover how colours change as they paint pictures. Staff have recently introduced two new schemes to promote children's mathematical development and literacy to enhance and extend the quality of teaching, particularly in the pre-school room.

Children throughout the nursery are interested, curious and encouraged by the motivated staff who use their caring nature to support children's enthusiasm. Children have good communication skills and staff provide many opportunities to practise and extend their language through songs and rhymes, as they explore letters and sounds. For example, children use good listening skills to copy sounds on musical instruments and play a ball game with staff to become familiar with the letters of their name. Staff equip the outdoor area to cover the areas of learning and encourage children's physical play. A wide range of resources enables the children to climb, balance, make marks and explore the natural world. Children enjoy playing in the open space, although opportunities for them to play outdoors are not always freely available.

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

The staff have a good understanding of the learning and development requirements of the Early Years Foundation Stage. Safeguarding procedures ensure that children are safe and secure in their environment. Staff are fully aware of what to do if they have concerns about a child. Staff show high regard for promoting children's welfare and the manager has comprehensive knowledge of safeguarding policies and procedures. All staff who work in the nursery hold current Disclosure and Barring Service check. The nursery is signed up to the update service to help ensure staff's ongoing suitability so they are able to keep the children safe. Recruitment and induction processes are robust and the manager oversees the supervision of staff via supervision meetings and a comprehensive appraisal system. Most staff hold a current first-aid certificate to enable them to treat children's minor accidents and illnesses.

The nursery promotes health and safety issues to the children through interesting programmes designed to be fun. This includes the recent introduction of a cuddly toy called Candy Floss, which staff use to help children recognise dangers. For example, when the pre-school children were outside staff made effective use of this new tool for children to identify dangers. Staff followed this by reinforcing gently where the children could and could not go safely.

Children have a good understanding of the importance of self-care. They independently select tissues and wash their hands before having their meals and after using the toilet. Children enjoy socialising in a calm atmosphere over lunch as they chat away happily together. Children show that they are becoming independent learners. For example, staff give them the opportunity to put on their own coats to go outside, including toddlers, which enables them to show pride in their achievements.

Children's medical and dietary needs are met. Staff have developed a system for any children with a medical condition to share their requirements, which includes using a diary and photo book. The staff have also adapted the activities to fully include these children's individual requirements, such as by using gluten free bread for tuna sandwiches so that all children can have the same food together. In addition, the nursery has a cook who prepares healthy nutritious meals which have recently been improved with the introduction of new menus. Staff carry out regular risk assessments which help to keep the children safe indoors and outside. The nursery routine is well-embedded and all children are secure in their knowledge of what happens next. Moves between nursery rooms are smooth and the children are introduced slowly through a visiting scheme to ensure they are happy before progressing to the next stage. Parents spoken to at the inspection praised the manager for her eagerness to ensure the child and parent are happy and settled prior to moving their children on.

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

The management team fully understand and meet the safeguarding and welfare requirements of the Early Years Foundation Stage. Staff are welcoming, enthusiastic, motivated and generally well deployed. Staff morale is high and staff feel valued. The

manager takes an active role in the nursery, providing support, guidance, knowledge and training. The interactions between staff and children demonstrate there are secure bonds between them. Staff have created a calm environment and have a sensitive approach which means children learn from right and wrong in a nurturing environment. Staff speak softly to children, getting down to their level and most staff make sure they have eye contact with the babies during activities.

The nursery has clear policies in place for recruitment and the procedures for vetting staff are robust to ensure they are suitable to work with children. Most staff hold relevant qualifications in childcare and the manager supports their continuous professional development. Staff have a good understanding of how children learn, which has a positive effect on nursery practice. The manager is effective in evaluating practice and uses the information she gathers to drive continuous improvement. The management team are constantly evaluating practice and strive to improve, so that children make even better progress.

The nursery building has been enhanced by the introduction of an extension to the existing building, which is now being utilised as the new baby and toddler area. The building is secure and parents access the area through a locked door by ringing a bell. The nursery use a password for parents to help ensure the children's safety at collection time. The nursery is based on the WHSmith site and so staff use a separate password in case of any problems which is linked to the security in the workplace. This demonstrates the nursery has good systems to keep children and staff secure in the building. Staff implement a clear policy regarding the use of private mobile phones as they sign their phones into the office on entering the building. This procedure helps to ensure children are safe. All parents expressed they are extremely happy with the nursery. They commented that the nursery kept them very well informed, and they were happy that their children were content and well-supported, particularly during preparation for their children's move to school.

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	109124
Local authority	Swindon
Inspection number	839577
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	45
Number of children on roll	59
Name of provider	Kidsunlimited Limited
Date of previous inspection	05/11/2009
Telephone number	08453652914

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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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