

Kidsunlimited Nurseries - Hospitots Nursery, Lancaster

Royal Lancaster Infirmary, Ashton Road, Lancaster, Lancashire, LA1 4RP

Inspection date	19/05/2014
Previous inspection date	17/03/2010

The quality and standards of the early years provision	This inspection:	
	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

- Staff warmly welcome children into this friendly setting. They sensitively help children to settle easily, form strong bonds with their key persons and develop confidence and independence.
- Teaching is very good because practitioners are well qualified and experienced. This means that children make good progress in their learning and development.
- Staff are well trained and knowledgeable about safeguarding children. Consequently, children are kept safe in the environment and are effectively protected.
- Strong leadership and management results in a staff team who are reflective and strive for continuous improvement. As a result, children thrive in this good quality setting.
- Partnerships with parents and other agencies are effective. The strong ethos of joint working means that children's care and learning in the setting is well supported.

It is not yet outstanding because

- There is scope to further enhance opportunities for children to develop their emerging numeracy skills throughout the learning environment.
- There is room to further support children's developing communication and language 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.

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 children playing in the two designated age-related playrooms and their attached outdoor play areas.
- The inspector held discussions with the manager, the staff and the children throughout the inspection.
- The inspector held a meeting and conducted a joint observation with the senior room supervisor.
- The inspector took account of the views of parents of the early years children attending the setting who were spoken to on the day of the inspection.
- The inspector looked at children's assessment records, the planning documentation and the systems for the monitoring of children's progress.
- The inspector checked evidence of suitability and qualifications of staff working with children, the policies and procedures for the setting and the documented self-evaluation systems that support the service.

Inspector

Laura Kendall

Full report

Information about the setting

Kidsunlimited Nurseries - Hospitots Nursery, Lancaster was registered in 2010 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated within the grounds of Lancaster Royal infirmary and is managed by an international childcare company. The setting serves the local community, although, National Health Service employees have priority when a waiting list is operating. It operates from a baby room with adjoining sleep area, nappy changing area and milk unit, an over two unit with adjoining toilet facilities and quiet area, associated facilities and there is an enclosed area available for outdoor play. The setting employs 21 members of childcare staff. Of these, all hold appropriate early years qualifications; 19 staff hold qualifications at level 3 and two staff hold qualifications at level 2. The setting opens Monday to Friday, all year round. Sessions are from 7am until 6.30pm. Children attend for a variety of sessions. There are currently 123 children attending, who are in the early years age group. The setting provides funded early education for three- and four-year-old children and supports children who speak English as an additional language. The staff receive support from the company's regional teams, early years operations and human resources.

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 emerging numeracy skills, both indoors and outdoors, for example, by displaying number signs to support their mathematical development
- enrich opportunities for children to practise their growing vocabulary skills, for example, by making sure staff consistently model correct language.

Inspection judgements

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

Staff have a good understanding of how children learn and plan effectively to extend and develop their learning further. When the children initially start at the setting, staff gather children's starting points from the parents. This information is then used to plan for children's learning when they first start. Observations are carried out to find out about children's interests, in order to plan activities and experiences that enhance their learning. For example, a number of children showed an interest in pirates. Staff planned exciting activities to stimulate their interest, such as making treasure maps and organising a treasure hunt, while children made a flag for the ship. They also planned pirate-themed music and movement sessions. Children's progress is tracked through observations and assessments and staff take photographs of the children as they play to illustrate the

activities they enjoy. This information is used to plan next steps for learning. The progress check for children aged between two and three is completed and shared with parents. All staff have high expectations of all the children and provide them with challenging experiences.

Staff have a good understanding of the learning and development requirements of the Early Years Foundation Stage and they demonstrate a good knowledge of child development. This enables them to effectively support children's development, so they make good progress. A broad and interesting range of activities are available for the children, which cover the seven areas of learning. However, there is scope to enhance children's mathematical development by enriching mathematical resources throughout the environment. This is in order to reinforce children's recognition of numerals as they count and support their awareness of shape, space and measure. Teaching is good. Everyday routines are used as an opportunity to extend children's learning. During mealtimes, children are encouraged to talk and reflect about things that have occurred at home or during their time at the setting. This enables children to use the mealtimes as a social experience and encourages them to become confident communicators, including children who speak English as an additional language. However, occasionally, staff do not always model correct language as children practise new vocabulary, in order to support their growing language skills. Staff ensure all children are involved in activities, helping them to include one another in their play. Under the guidance of the staff, children behave well and form caring relationships with one another. Children are, therefore, making good progress and gaining a wide range of skills in readiness for school.

Partnerships with parents are good and information is continuously exchanged between the setting and parents. They are informed about their child's routines and activities that they have been involved in while at the setting through daily discussions and information boards. Parents are encouraged to complete achievement stickers, which are available on the parents' board to share their child's achievements and interests from home. These are then added to children's learning journals to ensure learning can continue.

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

The setting has a welcoming and inviting environment where children's emotional well-being is effectively supported. All staff are friendly and warm and the children feel comfortable. Children are sensitively supported to settle in because staff work with parents to make sure the children's routines are followed. The settling-in procedure is tailored to each individual child's needs, which means the move between home and the setting is a positive experience. Information about children's preferences and their daily routines are sought by gathering good information from parents. Children approach staff and wrap their arms around them. This shows that they have formed trusting relationships with the staff and they are comfortable and confident in their care. Children receive praise and encouragement for their efforts and respond positively to the attention and affection they receive. This fosters their confidence and self-esteem.

Independence is promoted through a safe and welcoming environment, which is well resourced, both indoors and outdoors. This supports children's all around development

and their emotional well-being. Children's safety is paramount as staff ensure the premises are secure. Risk assessments of the premises ensure children play in a safe and clean environment. Staff encourage children to be active and explore their environment while teaching them to be safe. For example, they remind them to put sun hats and sun cream on as it was a very sunny day. All staff act as good role models in the calm and consistent way they handle behaviour in the setting. For example, children are supported to share resources and take turns during activities. As a result, these skills help children to interact positively with others and begin to develop appropriate social skills and relationships. This prepares them well for the next stage in their learning, such as moving to nursery or school.

Children are encouraged to have active lifestyles as they enjoy fresh air and exercise in the outdoor play area. They develop their coordination skills as they confidently use climbing equipment and bicycles and they enjoy running around in the fresh air. This supports their physical development and good health. Children are also involved in growing their own vegetables. The outdoor area has a growing area where they grow plants and flowers and vegetables in a vegetable plot. Children's health is promoted very well. For example, children are guided and supported to help them learn sensible hygiene routines. All children demonstrate good independence skills with regards to self-care, for example, older children confidently manage self-care skills, while younger children are supported by staff with toileting.

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

The manager has a clear understanding of their roles and responsibilities towards the safeguarding and welfare requirements of the Early Years Foundation Stage. She meets all requirements, such as keeping records of children details and public liability insurance. A selection of policies outlines the procedures that all staff follow to keep children in their care safe. Children are safeguarded effectively because the designated person has a good knowledge of the procedures to follow and relevant safeguarding training has been completed. All staff have a good level of safeguarding knowledge and know what to do if they have a concern about a child. The provider has a clear understanding of informing Ofsted of any significant events or changes. Children are supervised at all times and effective risk assessments are in place and implemented, which means they are kept safe and protected from harm. Room checks are completed each morning and evening to ensure that children have a safe and secure environment, in which to play and explore. In addition, babies and children are kept safe in the summer months because staff vigilantly monitor the exposure times that keep children safe from the effects of the sun. Staff also ensure children have sun cream applied and wear sun hats.

Staff have an excellent knowledge and understanding of the Early Years Foundation Stage requirements. Observation, assessment and planning is effectively monitored, so that each key person knows their children in depth and can readily discuss their age and stage of development. Assessment includes children's level of involvement and characteristics of learning. Planning is robust, observations are very well written, linked to children's age and stage of development and used to effectively to identify children's next steps in their

learning. This good practice quickly identifies areas of need, highlights children's interests and is used to personalise planning and extend children's quality of learning. The management team effectively monitors and moderates all planning and assessment. Data is collected on each child and is used very effectively to track all areas of learning and identify particular groups of children or areas of provision within the setting that require improvement, in order to raise learning outcomes for children. Self-evaluation is very effective and is ongoing as staff continually reflect on their practice. Data is collected and managers reflect and review the effectiveness of the whole setting. As a result, they know they are making a difference to the lives of the children.

Staff are aware of the importance of building positive relationships and close links with parents. There are good working relationships with them and regular information is shared to ensure individual children's needs are met. There is a clear ethos about sharing information between settings when children attend more than one provision. This allows the settings to work together to support and extend children's learning. All staff understand the importance of carrying out the progress check for children aged between two and three to ensure early intervention is identified, if necessary. Planning and educational programmes are monitored to evaluate children's progress to ensure they achieve in all areas of learning and to identify gaps in learning.

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	EY268691
Local authority	Lancashire
Inspection number	877615
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	62
Number of children on roll	123
Name of provider	Kidsunlimited Limited
Date of previous inspection	17/03/2010
Telephone number	0845 3652941

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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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