

# Kidsunlimited Nurseries - First Direct Stourton

Stourton, 40 Wakefield Road, Leeds, West Yorkshire, LS10 3TP

<b>Inspection date</b>	12/08/2014
Previous inspection date	30/08/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>1</b>
	Previous inspection:	4
How well the early years provision meets the needs of the range of children who attend		1
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		1

## The quality and standards of the early years provision

### This provision is outstanding

- Leadership and management is outstanding. The practitioners constantly work together to ensure a robust approach is taken towards safeguarding and have all completed safeguarding training. A clear and detailed policy underpins this exceptional practice.
- Practitioners have very high expectations of what children can accomplish; activities offer challenge and ignite children's imagination and motivation to learn and achieve. As a result, children make very rapid progress.
- There are excellent partnerships with parents, schools and other settings. Detailed information is shared between them that helps all adults to contribute to providing highly effective support for children. As a result, children's individual needs, interests and stages of development are quickly identified and very well met.
- Children are extremely happy and secure in their environment. They confidently move around and freely access an exciting range of high quality resources. The varied range of resources and superbly presented environments both indoors and outdoors, enables children to initiate their own learning, make decisions and become active learners.
- The highly effective focus on practitioner's use of questioning within the nursery to support children's developing ideas is consistently high throughout the provision. Consequently, the development of children's communication and language skills is very effectively supported.

## 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 in the 10 play rooms and the outside learning environments.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager and deputy manager of the nursery.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with the children, and the provider's self-evaluation.

## Inspector

Judith Bodill-Chandler

## Full report

### Information about the setting

Kidsunlimited Nurseries - First Direct Stourton, opened in 1994 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of a large chain of nurseries run by Kidsunlimited Bright Horizons Family Solutions. The nursery operates from a self-contained unit in the First Direct building in Leeds, West Yorkshire. The nursery provides care exclusively for children whose parents work on the site. The nursery opens five days a week from 7am until 6.15pm all year round. Children attend for a variety of sessions. Children are cared for across 10 rooms and have access to enclosed outdoor play areas. There are currently 169 children in the early years age range. The nursery receives funding for the provision of free early education for three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities. There are 40 practitioners working directly with the children. Of these 34 hold appropriate early years qualifications at level 3 and one holds Qualified Teacher Status.

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

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

- continue to develop children's already excellent mathematical language further by introducing more complex three dimensional shapes during practical activities.

### Inspection judgements

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

The practitioners have an excellent understanding of the children's individual learning needs across the seven areas. There are highly effective systems to observe, assess, track and plan for children. This has been established through an extensive training programme for practitioners and robust monitoring by the management team. Key person's identify and work with children's starting points which are comprehensively sought from parents. This means that children's individual learning needs are be immediately met. Practitioners are skilled in making high quality observations which they effectively use to plan appropriate and challenging next steps in learning. Children's learning journeys are exemplary. They include a compilation of children's achievements and next steps in learning both from home and in the nursery. These are a wonderful reference which practitioners share with parents. Practitioners complete seamless and accurate assessments of the children's progress, which are monitored closely to ensure that they make rapid progress in their learning and development. Practitioners have an excellent knowledge of how to complete the progress check for children aged between the ages of two and three years and the need to share this with parents. Extremely successful partnerships with external agencies and parents are established. Highly comprehensive partnership meetings ensure that any child whose progress in the prime areas gives cause for concern is given excellent support by all those involved. This sensitive support enables

children to feel secure and make excellent progress relative to their starting points. Consequently, children are well prepared for school or the next steps in their learning and are progressing extremely well towards the early learning goals.

All practitioners actively involve themselves in children's play. They skilfully extend children's learning by asking open-ended questions and support them in making new discoveries. For example, younger children listen carefully to sounds they hear outside and practitioners challenge their thinking to what it could be. As a result, children are enabled to be creative and think critically. Practitioners support children to draw conclusions from what they observe. For example, they carefully explain that the sky has gone dark so it must be going to rain. As a result, children's communication and language skills are exceptionally well supported. Practitioners support children's imagination extremely well. Their curiosity and enthusiasm for learning is ignited as practitioner's plan exciting and interesting activities. For example, children are inquisitive when they find clay eggs in a nest in the nearby woodland area with a note from the fairies asking the children to look after them. Children think deeply and formulate ideas about what could be inside the eggs. As a result, their eagerness to learning is awakened. All outside areas have an abundance of natural materials for children to develop their confidence in climbing and jumping. Children's small muscle and coordination skills are supported extremely well. Outside, children concentrate and persevere to weave wool through twigs, throw and catch balls and dig in a mud kitchen. Practitioners provide children with opportunities to practise their handwriting in creative and initiative ways. For example, children dress up in role-play costumes to 'sky write' familiar words using wands, swords, or light sabres. Consequently, early handwriting skills are being developed exceptionally well. A plethora of resources and opportunities are presented to children to develop their mathematical skills. Practitioners skilfully question children, encouraging them to name the shapes they are making with the play dough. Children eagerly respond using two dimensional flat shape names. This means that children are effectively developing their mathematical language to describe shape. However, there is scope to enhance older children's already superb recognition of shapes further by introducing them to more complex three dimensional shapes, for example, the sphere and the cube. Older children enjoy making a tally of how many parents wave as they drive past and how many car 'honks' they hear. Consequently, children's mathematical development is supported remarkable well. All children have access to a wide range of media to promote their skills in expressive arts and design. They independently access sticking and collage activities, becoming engrossed in their work. Practitioner's display children's finished artwork, ensuring that value is placed on every child's achievements. Overall, the quality of teaching and learning is excellent.

Exemplary strategies are in place to engage all parents in their children's learning at home. Parents access a wide range of pamphlets and books to support children early communication and language skills and take play packs home to use with their children. There are regular parents and grandparents days which further promote a collaborative approach to children's learning. Parents are kept very well informed of their children's progress through daily dialogues with their children's key person, regular summary reports and parent partnership meetings. They feel extremely welcome in the nursery and know who their child's key person is. As a result, there are excellent partnerships with parents which make a very effective contribution to meeting children's needs.

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

Children flourish in this nurturing and stimulating environment because they are treated equally, listened to and respected. The strong skills of the key persons enable all children to form exceedingly secure attachments. Parents talk confidently about how they value the key-person system and how effectively it works in the nursery. There is a highly effective settling-in process which is flexible and meets the needs of individual children. The key person plays a significant role in this process by supporting the parent and child on each visit. On entry, key persons gather excellent information from parents about their children's likes, dislikes, dietary requirements, routines and favourite activities. They effectively use this information to prompt continuity and consistency of care. Children are very well supported when they move between rooms through regular visits. Key persons have partnership meetings with parents to ensure they are fully involved with the transitional process. As a result, children move seamlessly between rooms. Children move from the nursery into a number of primary schools. Practitioners have built up excellent relationships with teachers in the schools who visit to introduce themselves to the children before they start. Photographs of the schools with relevant information are made into books and sensitively shared with children as they prepare to move. As a result, children are exceptionally well prepared emotionally for the next stage in their learning.

Practitioners manage behaviour exceedingly well. All practitioners have accessed behaviour training. Agreed strategies and approaches are used effectively throughout the nursery. For example, practitioners immediately acknowledge arguments and misdemeanours and work calmly and sensitively with children to resolve these. As a result, children are aware of the boundaries set and the behavioural expectations of the nursery and behaviour is very good. Leaflets to support parents in managing children's behaviour at home have been produced. This further supports a consistent approach to managing children's behaviour. Practitioners are excellent role models. Children receive plenty of praise and encouragement from practitioners and this helps to boost their confidence and self-esteem. Practitioners are deployed exceptionally well. All practitioners have accessed child supervision and deployment training specific to the rooms they work in. Practitioners work in 'zones' to ensure children are supervised and supported wherever they are playing. The management team regularly monitor the deployment of practitioners through formal and informal observations. As a result, practitioners are very effectively deployed which meets the needs of all children and ensures they are kept safe. There is a highly stimulating environment with accessible resources. Great consideration has been given to ensure that the provision meets all the need of the children attending.

There are excellent opportunities for children to develop their understanding of a healthy lifestyle and importance of fresh air and exercise. Children freely access drinks and eat a balanced diet. They access exciting outdoor learning environments in all weathers and learn to take risks in a safe environment. As a result, children gain a very good understanding of a healthy diet and the need for physical exercise. Children are learning the importance of keeping themselves safe. They ask for sun cream to be applied before they go outside and practitioners remind them why they need to keep their sunhats on. Practitioners are vigilant at ensuring children are kept safe. A rigorous system to complete

daily risk assessments is in place to ensure risks are minimised. Children are very effectively kept safe whilst sleeping as practitioners monitor them closely and record the room temperature at frequent intervals. A strong emphasis is put on children's independence and self-care skills. For example, children confidently serve their own lunch. They are given choices about what they would like to play with, and go and get their snack when they feel hungry or thirsty. Consequently, children make independent choices and decisions and are competent at managing their personal needs relative to their age.

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

The management team enthusiastically demonstrate their commitment to the continual improvement of the provision and their pursuit of excellence through detailed, reflective self-evaluation form and action plans. Parents and children contribute through informal discussions and questionnaires. This ensures that improvements are targeted and are focused on aspects that will bring about the most impact for children. All actions raised from the last inspection have been extensively and thoroughly addressed. For example, children's needs are quickly identified and exceptionally well met which means they are making rapid progress. This means that effective action has been taken to meet all legal requirements and raise the overall quality of practice to outstanding. The management team implement and overview the safeguarding and welfare requirements extremely well. Children's safety is given high priority. A robust approach is taken towards safeguarding by the team and all practitioners are effectively skilled in recognising any child who may be at risk of harm and know the appropriate action to take. Lead practitioners for safeguarding keep themselves up-to-date with current practices and cascade latest guidance back to practitioners. A clear and thorough safeguarding policy underpins this very exceptional practice. Recruitment procedures are robust. They ensure that all practitioners are effectively background checked and therefore suitable to work with the children. Since the last inspection the management team have worked vigilantly to ensure children are kept safe at all times. Detailed risk assessments are undertaken to ensure that effective steps are taken to keep children safe, while not constraining their play. The management team conduct regular health and safety audits and clear action plans identify hazards which are effectively addressed. Newsletters entitled 'Everyone safe' further support good safety practice. Security within the nursery is very good as external exits are kept locked to ensure no unwanted visitors gain access, or present a risk to children. Documentation is very well kept, such as the accident records and the administration of medicine records. As a result, children's welfare and safety are promoted extremely well.

Leadership and management is exemplary. This is because the management team have an excellent overview of the curriculum and work effectively with the unit coordinators to promote quality in all aspects of the provision. Unit coordinators very successfully monitor planning and assessment through observations and audits. Children's progress is meticulously monitored through summative assessments. Consequently, individual children or groups of children with identified needs are targeted and their progress monitored, so that appropriate interventions are sought and gaps are closing. The management team have a comprehensive knowledge of the Early Years Foundation Stage and use this well to support practitioners. Policies are clear and are in line with published guidance. Since the

last inspection a robust system of regular supervisions and appraisals has been introduced. These provide support, coaching and training for the practitioners and promote the interest of children. The early years teacher supports practitioners by modelling good practise and practitioners support each other through peer observations. This helps them develop their knowledge and practice, and therefore support children exceptionally well. There is a sharp and targeted professional development plan. This means that practitioners are constantly improving their already first rate understanding and practice. The 'World class welcome' induction is very effective. It provides practitioners with detailed information to support them in their work with the children and their role within the nursery. All practitioners complete core training, which covers a wide remit to support children's safety and learning. This ensures that they are fully aware of their role and responsibilities, and helps them progress with their practice and therefore support children purposefully in everyday routines and activities.

Partnership working with parents is excellent and as a consequence, children's individual needs are met well. Parents are well informed about the nursery before and during their child's placement through detailed information sources. Partnerships with external agencies and other providers are excellent. This makes a positive contribution to meeting children's needs. For example, reception teachers from local schools visit the nursery to introduce themselves to the children and share information with their key persons. This helps ensure that teachers are well prepared to support children effectively when children start school. Some children attend other early years provisions. Practitioners work collaboratively with other providers to share progress and achievements. As a result, children receive effective support which meets their individual need and interests.

### **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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	319379
<b>Local authority</b>	Leeds
<b>Inspection number</b>	963120
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	237
<b>Number of children on roll</b>	169
<b>Name of provider</b>	Kidsunlimited Limited
<b>Date of previous inspection</b>	30/08/2013
<b>Telephone number</b>	0845 365 2928

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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