

# Kidsunlimited Nurseries - Hospitots Nursery, Barrow

Furness Hospitals N H S Trust, Dalton Lane, BARROW-IN-FURNESS, Cumbria, LA14 4LF

|                          |            |
|--------------------------|------------|
| <b>Inspection date</b>   | 10/10/2014 |
| Previous inspection date | 02/06/2011 |

| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | <b>2</b> |
|--|-------------------------|----------|
|  | 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 settle happily and develop strong, trusting relationships with the staff. Consequently, children feel confident and emotionally secure as they move on to the next stage in their learning, including school.
- The quality of teaching is good. Staff support children to develop early language and communication skills and support their physical, personal, social and emotional development. As a result, children make good progress given their starting points.
- The nursery provides a welcoming and stimulating environment both indoors and outside. Consequently, children are motivated and make independent choices.
- Staff understand the safeguarding and welfare requirements well, which means they can respond promptly to any concerns and keep children safe.

### It is not yet outstanding because

- At times, during conversations, staff do not always give sufficient time for children to consider the answers to questions or to formulate their response, in order to further enhance their critical thinking skills.
- Staff sometimes miss opportunities to share ideas with parents to enable them to support their child's learning at home.

## 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's play and activities both indoors and outside, including adult-led and child-initiated activities.
- The inspector conducted one joint observation with the manager.
- The inspector held a meeting with the manager and spoke to staff throughout the inspection when appropriate.
- The inspector checked evidence of staff qualifications and suitability to work with children and the nursery's evidence of self-evaluation and improvement plan.
- The inspector took account of parents' and carers' views spoken to during the inspection.

## Inspector

Emma McKeown

## Full report

### Information about the setting

Kidsunlimited Nurseries - Hospitots Nursery, Barrow was registered in 2003 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from purpose-built premises and is situated in the grounds of Furness Hospital in Barrow-in-Furness, Cumbria. The nursery is owned and managed by Kidsunlimited, which is part of Bright Horizons Family Solutions. The nursery serves the local area and is accessible to all children. It operates from three rooms and there are two enclosed areas available for outdoor play. The nursery employs 19 members of childcare staff. Of these, all hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday, all year round. Sessions are from 7am until 6.30pm. Children attend for a variety of sessions. There are currently 111 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language. The nursery is a member of National Day Nursery Association.

### 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 ability to think critically, by giving them more time to consider the questions posed, formulate their response and share their ideas more fully
- extend the already good information given to parents to enable them to further support children's learning at home.

### Inspection judgements

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

The quality of teaching in this stimulating and welcoming nursery is good. Children are happy and enthusiastic learners, eager to be involved in activities and explore their environment. They benefit from positive relationships with the key persons, who accurately identify children's skills and plan for the next steps in their learning and development effectively. As a result, children make good progress given their starting points. Children are motivated to learn as they freely help themselves to resources available to them. For example, babies enjoy investigating the sounds of different musical instruments as they bang or shake them. Older children explore the resources they have found on a nature walk. They learn about size and shape as they compare leaves they have collected. They listen to each other as they remember where they walked and what they found.

Children's communication and language skills are developing well because key persons

provide activities where they are encouraged to speak and describe what they are doing. Staff model effective use of language as they talk with children about their interests. This helps to support all children, including those with English as additional language, to acquire skills for communication. Key persons use various questioning techniques to encourage children to extend their thinking. For example, as children pretend to scoop out a pumpkin, staff encourage them to think creatively in designing a face they might carve on to it. However, on occasions, staff are over eager to help children with this and do not always give them sufficient time to consider and formulate their response. This means that opportunities for children to make connections in their thinking and decide what they want to say and how they want to say it are not always as well promoted as possible. Key persons place a strong focus on promoting children's physical, personal, social and emotional development. Consequently, children are acquiring the skills to prepare them for the next stage of their learning. Children's interests inform the planning of activities across all areas of learning. The key persons ensure relevant and stimulating resources are available for children to access independently to enhance their learning. For example, children choose a book to be read to them at group time. As the children listen to the story, the key person encourages them to predict what might happen next. The children listen attentively and enthusiastically join in with the familiar words. This promotes children's enjoyment of books and motivates them to learn. Children make independent choices with confidence. Effective planning of the activities ensures children are fully engaged in play and return to resources to practise skills. For example, children learn to dress dolls using the wide range of resources available. Children develop good physical skills as they run around and use ride-on toys in the outdoor area. Key persons offer support sensitively and appropriately. As a result, children learn to use equipment safely and they develop good control and coordination.

Effective partnerships with parents from the start enables the key persons to gather a range of information about the needs, abilities, interests, likes and dislikes of all children. Parents complete an 'All about me' form, which gives the key persons useful information about the children. This is complemented by early assessments which the key persons completes in order to have a good understanding of what children know and can do. This information is used to inform planning. Individual records of children's learning are well maintained. These records contain observations, which the key persons use to assess the children's stage of development and to plan interesting and challenging activities to support their continued learning and development. As a result, children make good progress given their starting points. The nursery recognises the importance of working in partnership with parents. Parents are kept informed about their child's learning through a variety of methods, including daily verbal and written communications and opportunities to review their child's individual record of learning. However, opportunities to share ideas with parents to enable them to further support their child's learning at home are sometimes missed.

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

Children are welcomed warmly by the key persons who have developed secure attachments with them. The flexible and effective settling-in procedures enable children to

feel safe and valued. Consequently, children settle quickly and are ready to learn from the earliest opportunity. Strong, warm and caring relationships between the key persons and children are evident. As a result, children are happy and confident to explore. The key persons demonstrate an excellent knowledge of the children, their interests and their routines. This supports children's well-being and in turn, has a positive impact on their learning. The personal, social and emotional skills of children are developing successfully because the key persons provide activities to ensure they continue to make good progress in this important area of their learning. For example, children are encouraged to share resources as they play in the sand pit. The stimulating and well-resourced learning environment, both indoors and outside, promotes children's independence as they freely choose toys and activities. Therefore, children develop confidence and are emotionally well prepared as they move on to the next stage in their learning, including school.

Children's behaviour is good because the key persons have clear expectations and are good role models to children. Their calm and consistent approach encourages children to be kind and caring to each other. Children learn about sharing and taking turns. For example, children play on the outdoor equipment together, sharing and taking turns on the bicycles. The key persons praise their positive behaviour and as a result, children learn to cooperate with each other. The key persons are kind and attentive towards the children and offers lots of praise for their efforts and achievements. This encourages them to persevere and develop self-confidence.

Children learn to develop an awareness of health and safety through the daily routines and activities. For example, they know they must wash their hands after playing outside and before eating. The key persons teach children about keeping safe. For example, they are reminded to take care when walking along the obstacle course. Children benefit from fresh air and exercise as they spend a large part of their time outdoors. Drinking water is available at all times so that older children can help themselves when they feel thirsty. Children's dietary needs and parents' wishes are respected and acted upon. Consequently, parents are reassured that their child is safe and well cared for.

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

The manager has a clear understanding of her role and responsibilities to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. All required policies and procedures are in place and reviewed regularly to ensure they continue to be relevant. Staff clearly understand their duty to protect children. They are fully aware of the reporting and recording procedures in respect of child protection. Rigorous recruitment and vetting procedures ensure that adults working with children are suitable to do so and that all children are cared for by experienced and qualified staff. Risk assessment procedures are robust and minimise the potential risk to children.

There is a strong commitment to self-evaluation and improving outcomes for children. Self-evaluation processes take into account the views of parents, children and staff. It is effective in identifying strengths as well as areas for development. Key persons observe,

record and track children's achievements in accordance with their age and stage of development. Observations of children's learning are used by key persons to develop plans and clearly identify children's next steps in learning. The manager monitors this process effectively to ensure children are progressing well towards the early learning goals. Peer-on-peer observations are used to promote good quality of teaching as staff effectively evaluate their practice.

Staff are committed to partnership working to meet children's individual needs and to support them in reaching their full potential. Parents are highly complimentary of the support they receive from the staff, especially when supporting their children's emotional well-being during the settling-in period. Children are well prepared for the next stage in their learning and development because the key persons support them in moving between rooms and on to school. They make positive comments about the progress their children are making in their learning and development.

### **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>     | EY268679                      |
| <b>Local authority</b>             | Cumbria                       |
| <b>Inspection number</b>           | 860717                        |
| <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>      | 62                            |
| <b>Number of children on roll</b>  | 111                           |
| <b>Name of provider</b>            | Kidsunlimited Limited         |
| <b>Date of previous inspection</b> | 02/06/2011                    |
| <b>Telephone number</b>            | 01229 828 013 or 0845 3652945 |

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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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