

# Kidsunlimited Nurseries - East Barnet



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

**Inspection date** 26 March 2015  
Previous inspection date 2 April 2014

	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
<b>The quality and standards of the early years provision</b>	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Systems to monitor the quality of teaching across the nursery are not rigorous enough. This means practice, including the accuracy of children's assessment is inconsistent, particularly for the older children.
- Leaders and managers are at an early stage of improving how they track and monitor the progress made by different groups of children.
- Staff do not pay enough attention to planning activities outside to maximise children's learning, especially for those children who prefer to do their learning outdoors.
- Staff in the preschool room do not always provide children with clear expectations of what behaviour is acceptable. On occasions, children's behaviour impacts on the learning that takes place, especially during small group activities.

### It has the following strengths

- Books play an important part in children's learning across the nursery. Younger children enjoy sitting with their friends or an adult to share a familiar story.
- Effective partnerships between the nursery staff and parents ensures parents know what their child has been doing during the day. This information, and opportunities such as, coffee mornings help parents to support their child's learning at home.
- Children form secure attachments with adults. Babies and younger children look around and put their arms out to receive a hug from a familiar adult when they wake from their sleep.

## What the setting needs to do to improve further

### To meet the requirements of the Early Years Foundation Stage the provider must:

- make sure an effective system is in place to monitor the quality of teaching in order to ensure practice, including the accuracy of assessment is consistent across the nursery.

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

- improve the monitoring and assessment of specific groups of children to help leaders identify and address gaps in the provision
- make sure that staff plan activities for when children play outside in order to maximise learning and support the different ways that children learn
- ensure all staff in the preschool room are consistent in providing clear expectations for children so they understand what behaviour is acceptable, which will help to prepare them for school.

## Inspection activities

- The inspector observed activities across the four nursery rooms and in the outdoor area.
- The inspector spoke to children and staff at appropriate times during the day and held a meeting with the nursery manager and a regional manager.
- The inspector carried out joint observations with the nursery manager and the deputy manager.
- The inspector spoke with parents and took account of their views.
- The inspector looked at children's records, planning information, the nursery's self-evaluation, evidence of suitability of staff and a range of other documentation, including policies and procedures.

## Inspector

Wendy Ratcliff HMI

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This requires improvement**

Babies enjoy exploring natural materials and painting. They show delight with the marks they make on paper. Younger children explore sea objects that are invitingly set out on a blue glittery cloth as adults provide commentary to support children's developing language skills. In the preschool room, nursery routines sometimes impact on children's learning during group activities. For example, children engage in the excitement of a 'guessing' game, working out what object is missing, until the adult is called away. Children quickly become distracted, their behaviour deteriorates and learning is lost. Activities for outside are not routinely planned for ensuring children get the same learning opportunities in their play outdoors as they do inside. Adults regularly capture children's 'wow' moments in order to identify their next steps in learning. However, assessment is not always accurate, particularly for older children because there are gaps in observations. Children gain the basic skills they need to be ready for school, but variability in the quality of teaching means the progress of all children is not consistently good.

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

Children, including babies move safely and freely within their indoor environment as they chose where and what they want to play. Adults use 'Candy Floss', the nursery's safety mascot, with children as young as two to remind them to use the stairs safely as they make their way to the garden. Photo books, displays and mealtimes are used well to help children talk about their families, supporting their self-esteem and developing understanding of the wider community. Children of all ages develop independence skills during mealtimes as they learn to serve themselves and pour their own drinks. Effective systems are in place to ensure the well-being of children with food allergies. However, preschool children do not always receive consistent messages about what behaviour is expected, for example during tidy up time and group activities, and this impacts on the learning of others.

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

Leaders and managers have a clear understanding of the Early Years Foundation Stage and know what needs to improve. An action plan is in place and the impact of targeted support to improve aspects of practice, such as lunchtimes is evident. Staff receive regular training and supervision. Training for room leaders is helping those new in position to develop in their role. Formal observations of teaching are underway but these are not happening often enough and monitoring of children's assessments is inconsistent. The nursery is at an early stage of implementing a new tracker to help leaders and managers to identify gaps in learning for individuals and groups of children so these can be addressed quickly. Staff have a clear understanding of what to do if they have a concern about a child or about a member of staff. Managers support staff to work with parents and others, such as the company's special educational needs co-ordinator, to help tailor learning for children with additional needs, including those who are more able.

## Setting details

<b>Unique reference number</b>	EY416859
<b>Local authority</b>	Barnet
<b>Inspection number</b>	1008000
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	87
<b>Number of children on roll</b>	140
<b>Name of provider</b>	Kidsunlimited Limited
<b>Date of previous inspection</b>	2 April 2014
<b>Telephone number</b>	02083614442

Kidsunlimited Nurseries in East Barnet registered in 2010. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is managed by Bright Horizons Family Solutions, who operate a chain of day care nurseries nationally. The setting operates Monday to Friday from 7.30am to 6.30pm for 52 weeks of the year. There are currently 140 children in the early years age range on roll. The setting receives funding to provide free early education for children aged three and four. It supports disabled children and those with special educational needs and children learning English as an additional language. The setting employs 30 members of staff most of whom hold appropriate early years qualifications.

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