



Kidsunlimited Nurseries - Bramingham Park

Inspection report for early years provision

Unique Reference Number	EY291389
Inspection date	22 February 2007
Inspector	Sarah Catherine Jex / Margaret Coyne
Setting Address	79 Lucas Gardens, Bramingham Park, Luton, Bedfordshire, LU3 4BG
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Registered person	Kidsunlimited Nurseries
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Bramingham Park Nursery is one of 45 nurseries run by Kidsunlimited. It originally opened in September 1996 and changed ownership in 2004. The nursery operates from seven rooms in a purpose-built, two storey building. It is situated in the town of Luton, Bedfordshire. A maximum of 134 children may attend the nursery at any one time. The nursery is open each weekday from 07:30 to 18:30 for 52 weeks of the year. All children share access to a secure outdoor play area.

There are currently 120 children from 3 months to under 8 years on roll. Of these 48 receive funding for nursery education. Children in attendance come from a wide area, this includes other towns and villages in Bedfordshire. The nursery currently supports children who speak English as an additional language or have learning difficulties.

The nursery employs 34 staff, 25 of the staff, including the manager hold appropriate early years qualifications. There are five staff working towards increasing their qualifications. Staff receive on going training and support. The nursery receive support from a training officer in education and the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's continued good health is actively promoted by the staff because they follow clear procedures in order to maintain a healthy environment. For example, the bathroom area is thoroughly cleaned twice each day and tables are wiped with anti-bacterial spray. Staff demonstrate good practice when changing nappies, they wear gloves and aprons which are changed between children and mats are wiped using anti-bacterial spray between each child. A rota is in place to ensure the staff carry out standard cleaning duties. Children are encouraged to be independent when using the bathroom. They have a clear understanding of why they must wash their hands after art and craft activities, using the toilet or before cooking or eating meals. Simple songs and rhymes reinforce the reasons for cleanliness and make routines fun. Children learn about keeping their bodies healthy through discussion, topics and a broad range of interesting books. Children who have accidents receive appropriate treatment because a high percentage of staff hold current first aid certificates and a well stocked first aid kit is kept in an accessible place. Accidents are recorded in detail and are signed by parents when they collect their child. Effective systems are in place for administering prescribed medication. For example, parents sign consent and a witness is always present with the person administering the medication. These practices ensure that children always receive the correct dosage. Overall the high standard of cleanliness throughout the nursery contributes to the children's good health.

Children are well nourished because they are provided with a range of wholesome meals and snacks that are varied, freshly prepared, nutritious and are devised by qualified nutritionists. Children who arrive early in the day have breakfast, they have fruit for snacks, a two course meal at lunchtime and tea. Menus are displayed and are on a four week rotation. Mealtimes are relaxed, social occasions where children sit in small groups with staff, talking together, learning about table manners and enjoying their food. Children are encouraged to try a variety of foods increasing their awareness of a range of tastes. For example, children are encouraged to participate in a food tasting activities. Children are encouraged to feed themselves depending on their ability. Their independence skills are promoted because they serve themselves at lunchtime and pour their own drinks. Individual preferences and dietary needs are managed effectively. Babies are fed in line with parents wishes and the child's own personal routine. Younger children are offered drinks regularly throughout the day while older children help themselves to drinking water.

Children enjoy daily opportunities to play outside in the fresh air. Staff make good use of the enclosed garden which has space for children to run around and explore. Children take part in regular vigorous physical activities that promote their physical skills such as using bats and balls, riding on toys, bikes and scooters. Children begin to learn about the effect of exercise

on their bodies and discuss that they feel hot after running around and comment that they can see their breath in the cold air. Children's dexterity and hand and eye coordination is developed as they enjoy playing with small world figures, manipulate interlocking puzzle pieces, building blocks along with manipulating playdough and using a variety of equipment for painting and sticking. Staff use the 'Birth to three matters' framework well to provide an excellent range of physical play experiences for babies and younger children. They develop their confidence as they move around, exploring their environment and learn to express themselves in different ways in order to make their wants and needs known. Children are able to rest and be active according to their needs following their routine from home. This benefits all children as individual sleep patterns are observed. The setting is well-equipped to make good provision for physical play appropriate to children's age and stage of development.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children experience a well presented, light and airy environment that is in excellent condition, which gives them, warm and comfortable accommodation areas for their care and play. Each room is organised so that children move around safely to play, follow care routines and choose from an excellent range of resources which are safe and appropriate for their ability. However, in Toddler Room Two, children's independence is limited as the room layout does not allow children to access their coats and outdoor wear.

Children have access to a wide range of play materials, furniture and equipment which are safe, of a good quality and age-appropriate. They are encouraged to have free choice of a wide range of activities and play materials that are safe, suitable and appropriately challenging. However, children's developing attitude to others is restricted by limited resources that represent positive images of disability and different cultures within the nursery. This limits children's understanding of difference and diversity and the wider society. Toys are stored in low level trolleys and drawers from which the children can help themselves and this encourages their independence skills. Staff ensure that toys are rotated regularly to ensure children are actively engaged in purposeful activities at all times. Children enjoy a range of activities outside.

Staff follow policies and procedures to maintain a safe environment. For example, the inner door has a key pad entry system and all visitors are greeted by management and sign in and out. Although risk assessments are carried out regularly to identify any potential hazards, on the day of inspection hazards were identified in the out of school room with trailing wires. Children gain an awareness of keeping themselves safe in the nursery as they practise simple procedures such as emergency evacuation. Staff effectively explain safety to the children in a simple but positive manner aimed at their level of understanding so they can operate safely within their environment. Older children from the before and after school club are aware of the rules when staff use the walking bus to collect children from two local schools through discussion and good practice. Babies and young children are provided with safe areas to enjoy both inside and outside and staff are deployed effectively to ensure children are supervised effectively at all times.

Staff protect children well. Strong recruitment and induction procedures ensure that adults are suitable to work with children. Children's welfare is safeguarded because the child protection

coordinator ensures that procedures are up to date and that staff understand their responsibilities. Some staff have recently completed training in safeguarding children. The required documentation is in place for making records of child protection concerns and the staff understand the importance of maintaining confidentiality when managing such issues.

Helping children achieve well and enjoy what they do

The provision is good.

Children are very happy and settled in this supportive and caring environment. They make positive relationships with the other children and the staff who have a great sense of fun. Children enjoy and make good progress in learning, leisure and personal development because practitioners are confident, enthusiastic and knowledgeable in their childcare practice. Babies and toddlers receive cuddles, supportive contact and have good relationships with practitioners, which increases their sense of security and well-being. They benefit from routines that are consistent with their needs at home. They enjoy sensory type play and experiences, such as differing textured materials, sounds and colours of sensory toys which they explore with interest. Babies develop early communication skills as they interact with staff who respond to their sounds during play. Children between the age of one and three are confident in their relationships with practitioners. They begin to play happily with each other and with adults, enjoying using natural materials, puzzles, role play and outdoor equipment, suitable to their age and stage of development. Musical activities, including staff singing to them contribute to children's developing their communication skills. Staff effectively use the Birth to three matters guidance to underpin the foundations of the educational programme for all children. They use written observations to record children's achievements and progress which are used to inform the planning of activities provided in order to promote individual children's learning.

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The nursery provides a before and after school club which also includes an all day holiday group for older school aged children. Children are escorted to two local schools on a walking school

bus. Children have their own room which is well resourced with appropriate sized toys, furniture and equipment to promote play opportunities such as board games, imaginative play and creative activities. Both children and staff work together on the various themed days. A variety of fun play activities are provided and take into account the children's range of ages and abilities. A code of conduct is displayed and children who attend are aware and adhere to it.

Nursery Education

Children are immersed, engaged and happy in the activities provided. Staff are skilled at extending the range of activities which supports the children's learning and enables them to make progress. Children have an excellent sense of belonging as they greet each other and seek out friends to share play with. They enjoy being part of their group. Children generally work well together and are ably supported by the staff when behaviour issues arise. Strategies have been developed to enable children to manage their own behaviour. For example, a colour coded system for behaviour describes children's behaviour and achievements during the day. Children respond well and help each other as they know the system and what is expected of them. Children show good levels of independence as they operate in their environment such as at meal times children help lay the tables and serve their own food. They are able to access activities and equipment from the low level storage units and move independently around the room free flowing between the two rooms. This encourages children to access all activities and join in the different areas of learning.

Children enjoy using language in their imaginative play and during group discussion. They are confident speakers in small and large groups and are developing good listening skills. For example, children talk about the weather. They look out of the window, describe the weather and talk about seasonal changes. They explore different words connected to the weather, listen to the sounds in the words and look at formation of the letters. Staff are skilled at asking open-ended questions and let children lead the conversation. Children are becoming great conversationalists and think things through for themselves as they confidently join in these sessions and in many other aspects of their play. They use lots of descriptive words to extend their play and discussions. For example, when talking about the dinosaurs they describe the colour, size and how they eat things, including fingers. However, staff need to be aware when activities go beyond a child's capabilities and be able to adapt it for the less able children.

Children enjoy using their mark-making skills and confidently use a wide variety of tools. Good emphasis is given to early mark making. For example, children scribble in note books 'making appointments' within the context of the role play scenario. Children initiate and extend their activity as they copy the inspector as she walks around making notes. Most children are secure recognising their own name on cards and names of other children. Their work and displays are well labelled and the use of labels on familiar objects round the room introduces children to a language rich environment.

Children have a growing concept of matching, sorting, size, shape and simple problem solving skills. They take part in a structured learning session as they match the colours to numbers and paint the correct colour on to different sections of the pre-printed house. Activities are extended into all areas so children learn different concepts through practical hands on experiences. For example, pouring water and sand, weighing and measuring with scales, rulers and tapes,

calculating how many more or less and doing simple subtraction and addition using a range of counting and sorting toys and equipment. Children discover the world around them through interesting topics which engage and hold their interest. For example, children learn to nurture living things as they grow plants such as daffodils and cress. These will be transferred into the garden and children will water them and continue to watch them grow. Children gain an understanding of different cultures and beliefs through a range of topics, resources and discussions that take place. For example, children learn basic French and use this in different aspects such as conversations, colours and words to name objects. Children are excited and motivated to discover and learn as they use the IT equipment, stereo and headphones and cassette player. They learn how to operate equipment and are gaining secure competence on the computer accessing a variety of programs to support their learning in other areas.

Children use large movements during physical play outside, they are developing a sense of space, health and bodily awareness. A wide range of outside equipment is available such as golf clubs, balls of all sizes, bats, skittles, hoops, tunnels and balancing blocks as well as beat to the bob dance session and soccer club which help children develop large motor skills. Children use equipment, tools and materials which promote the use of their small motor skills. For example, children are involved in threading pasta and hearts making necklaces for Mother's day. A wide range of construction toys enables children to build complex models with stickle bricks and construction sets, improving their manual dexterity. Staff encourage children to gain the confidence to succeed and support them well as they aspire to do so.

Children display good levels of imagination and demonstrate their growing knowledge of the world around us. Role-play provides children with opportunity to express themselves during familiar and unfamiliar experiences. The area was set up as a hairdressers. However, it was poorly resourced which reflects on the children's use of the area. Children have regular opportunities to be spontaneous by having free access to creative materials such as painting, gluing and sticking. Children enjoy music and regularly listen to various styles of music during the session. They have access to instruments, try them out and are shown how to use them efficiently. Children with more confidence happily stand in front of the group and sing a variety of songs and rhymes.

The quality of teaching and learning is good.

Staff enhance the experiences for all children with well planned activities and children are progressing very well, supported by the staff's team confidence and secure knowledge of the Foundation Stage. They have a good awareness of children's starting points and use this to plan the next steps in their development. Children's achievements are clearly linked to the stepping stones. Staff use on-going observations extremely well to plan the next steps in children's learning. A system is used to identify children's starting point before moving them forward. This is useful when children have followed through the nursery as staff are able to build a sound profile of individual children. The assessments give clear evidence of the children's progress and achievements and any gaps can be quickly identified to inform future planning. Each child has a full portfolio containing examples of their work and comments. This links into the development record covering the stepping stones and is shared with parents. Planning is detailed and covers all areas of learning comprehensively. This gives a clear picture of the aims and objectives of each activity. Evaluation of activities is thorough and provides staff with

information about where they have been successful in promoting learning and any aspects which need improvement. Staff enhance the experiences for all children with well planned activities and resources. Children's high level of confidence and security extends from having consistent staff within the rooms. Excellent deployment of staff within smaller group work aids children's concentration, fun and learning. Staff know the children well, know when to step back and let the children take over an activity. They make time to talk to them, explain if the child is unsure and always speak to the child on their level. This encourages children to feel valued and important. A realistic balance has been created between adult-led and child-initiated play giving children tools to succeed in most given tasks. Staff are enthusiastic and this impacts on the children's enjoyment and learning.

Helping children make a positive contribution

The provision is good.

Children are treated as individuals and with respect. They receive a warm welcome and take part in the full range of activities on offer. Their needs are effectively met because the staff know them well. Staff are skilled in anticipating children's requirements and always make time to listen to them and join in with their play, praising them on their achievements. Children show a clear sense of belonging and talk freely to their peers, staff and visitors. This develops the children's self-esteem and gives them the confidence to rise to challenges and try new experiences. They are confident to ask for assistance or items they want and seek reassurance from staff as they need it. Children engage in some activities that develop their awareness of people from the wider community, such as celebrating Diwali and the Chinese New Year. Currently there are children with learning difficulties attending the setting. A comprehensive policy is in place regarding special needs which details how the service will be provided to children. Staff have appropriate skills, awareness and experience and ensure that they work with parents and other professionals to meet each child's needs.

Staff set good examples and use appropriate strategies to manage behaviour which helps the children to understand that their behaviour may have an impact on others. Children are well-behaved in response to the consistent expectations of caring staff. They receive a high level of support from staff to develop self care skills, such as dressing and feeding themselves or using the toilet. Children are praised freely, ensuring that they develop confidence and self-esteem and understand when they have done well. Children are learning to share in the responsibility for their own behaviour as they learn to listen to others, share and wait turns and being kind to their friends. This positive approach helps children's attitudes to others.

Children's spiritual, moral, social and cultural development is fostered.

Children benefit from the positive relationships that practitioners have with the parents. Babies settle well because practitioners work closely with parents to ensure that they follow their home routines. Parents are requested to provide information when their child starts attending which helps the staff to understand the child's starting point. This has a positive impact on children's learning because staff are able to provide suitable activities for individual children from the outset. This strong partnership provides consistency in the children's care, supporting them in their routine and progress. Effective methods of daily communication strengthens links between home and the nursery and gives children excellent levels of continuity of care. A

system is in place for recording complaints along with the complaints procedure which informs parents that complainants should be notified of the outcome within 28 days and that a record of all complaints is maintained and appropriate information is shared with parents on request. This is to ensure parents are aware that their concerns are respected and acknowledged and the children's welfare fully monitored.

The quality of the partnership with parents and carers is good.

Parents receive good quality information about the provision for nursery education, including the six areas of learning. They are encouraged to take part in their child's learning. Parents are kept informed about current topics and invited to attend consultations and share information in each child's profile folder which includes samples of their work and photographs diarising their activities and achievements. Assessment records are kept up-to-date to show how the children are making progress towards the early learning goals. Parents have access to the 'Birth to three matters' framework and Foundation Stage curriculum which they can gain valuable information about. Parents are also encouraged to put forward any suggestions or give feedback about the provision for their children. They are invited to regular events and are encouraged to be involved in their children's learning.

Organisation

The organisation is good.

Comprehensive policies and procedures allow for the efficient running of the nursery and to keep children healthy and safeguard their welfare. Indoor and outdoor space is effectively arranged to maximize the play opportunities for children. Correct ratios of staff are maintained at all times to provide high levels of care for the children. Thorough recruitment, vetting and induction procedures ensure children are protected and cared for by staff with knowledge and understanding of child development. The daily routine, plans for activities and resources are organised so that children have a sense of belonging as well as a balance of different types of play and rest. Staff work extremely well together to develop planning which impacts on the children's play, learning and partnerships with parents. A key worker system helps children develop trusting, safe and secure relationships and provides a link for parents to communicate and share information. Staff use the 'Birth to three matters' framework for the under three year olds to plan appropriate activities and provide assessments which show how the children are making developmental progress.

Children's care is greatly enhanced by the sound quality and standard of organisation. This aids the children as they move through the nursery from the baby room to pre-school. The management have clearly defined roles and responsibilities. They continually enhance their knowledge through training and provide a thorough training program for all staff. Staff have a secure knowledge and understanding of the National Standards which underpins highly positive outcomes for children. Staff demonstrate a genuine affinity with children, value their comments and clearly enjoy their company.

The Leadership and Management is good

The manager promotes the professional development of all staff. They have regular appraisals to acknowledge their strengths and highlight any training needs. All staff attend in-house training and regular meetings. Their views and opinions are valued and used in their action plan to continually improve the provision for children. They are dedicated and conscientious and work well together as a team. The plans for nursery education and teaching are monitored and evaluated to make sure the children receive a balance of all six areas of learning. All staff work together to plan activities and play for children to learn and make progress through the Foundation Stage. Staff have non-contact time, to write-up observations on the children and to maintain the individual assessment records. This positively contributes to the children's progress.

Overall children's needs are met.

Improvements since the last inspection

At the last inspection the provider agreed to ensure good hygiene practices are maintained and practised throughout the Nursery with regard to the children being able to access low level tissues and keeping a record of cleaning checks, develop children's independence skills by encouraging them to put their own coats on and promoting self-selection at snack and mealtimes, extend opportunities for children's mark making skills in role play and to develop the book area so it is more inviting and encourages children to enjoy looking at books.

Since the last inspection the provider has implemented most of the recommendations by providing cleaning records and rotas in each room which are followed by staff. This ensures that the premises and resources are kept well-maintained and clean. Tissues boxes are still high on walls in younger children's rooms but the manager will ensure boxes of tissues are put in each room. Children's independence at snack and meal times is widely encouraged in all rooms children now help themselves and serve meals whenever able. Coats and outdoor wear are still an issue with younger children due to the layout of the room. The manager acknowledges this and will look at ways to give children more opportunities to be self-sufficient getting their coats on. This continues to be a recommendation. Children are provided with more resources and opportunities to practise mark making skills within different role play activities provided. Children are able to sit in a more comfortable area to enjoy and look at books as there are soft cushions and books are arranged in an attractive way. The actions taken by the provider contributes to children's well-being and learning.

Complaints since the last inspection

Since the last inspection there has been one complaint made to Ofsted that required the provider to take action to meet the National Standards. Ofsted received concerns regarding behaviour management re: incidents involving biting, accidents and lack of staff supervision and staff feedback to parents following incidents involving biting.

A childcare inspector conducted an unannounced visit to the provision on 03 July 2006 to inspect in relation to National Standard 2 (Organisation), Standard 3: (Care, learning and play), Standard 4: (Physical Environment), Standard 5: (Equipment), Standard 6: (Safety), Standard

7: (Health), Standard 8: (Food and Drink), Standard 9: (Equal Opportunities) and Standard 11: (Behaviour Management).

As a result of the visit six actions were set in relation to National Standards investigated as follows:

Standard 4 - Ensure premises are suitable for their purpose, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development. This relates to Toddler 1 Room.

Standard 6 - Ensure the registered person takes reasonable steps to ensure that hazards to children on the premises, both inside and outside, are minimised. This refers to adequate sun/heat protection during outdoor play and low branches in the play area.

Standard 6 - Ensure a risk assessment is conducted and an action plan identifying timescales to minimise identified risks is completed. This refers to accident and incident records.

Standard 7 - Ensure that an accurate and up to date record of accidents is maintained at all times.

Standard 9 - Ensure that the registered person liaises with parents to ensure that all children's records contain information which enables appropriate care to be given.

Standard 11 - Ensure that adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

Further to the investigation visit a further three actions were identified: - two under National Standards 12 (Working in partnership with parents and carers) and one under 14 (Documentation):

Standard 12 Review and implement the complaints procedure in line with the Addendum to the National Standards, issued October 2005.

Standard 14 Ensure that records are always available for inspection by the early years child care inspector. This refers to the accident record.

Standard 14 Ensure that significant incidents are notified to Ofsted at the earliest opportunity; at the latest this should be no later than 14 days after the event.

A satisfactory response has been received to the actions set. The provider remains qualified for registration.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure all electrical leads are inaccessible to children
- ensure the layout of the younger children's room's allow for independence for example with children's coats and outdoor wear
- increase the resources for children of all ages to give positive images diversity and disability

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure children are able to extend their imaginative play with an exciting and varied range of resources
- develop staffs understanding of individual children's levels of concentration to enable them to adapt activities accordingly

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk