



Kidsunlimited Nurseries - Jack Straw Nursery

Inspection report for early years provision

Unique Reference Number	EY277179
Inspection date	27 May 2005
Inspector	Ann Taylor
Setting Address	32 Jack Straws Lane, Headington, Oxford, Oxfordshire, OX3 0DW
Telephone number	
E-mail	
Registered person	Kidsunlimited
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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Kidsunlimited Nursery at Jack Straws Lane opened in 2004. It operates on the ground floor of a University building in Headington. The nursery cares for children of staff and students of the University.

There are currently 67 children from birth to 5 years on roll. This includes 17 children in receipt of nursery education funding. Children attend for a variety of sessions. The setting currently supports several children who speak English as an additional

language but no children with special needs.

The group opens 5 days a week all year round, except over the Christmas period. Sessions are from 08.00 until 18.00.

Sixteen staff work with the children, over half of whom have early years qualifications to level 2 or 3. Five staff members are currently working towards a recognised early years qualification. The setting receives support from a mentor from the Early Years Development and Childcare Partnership (EYDCP).

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children learn good practice with regard to hand washing and personal care, and staff assist them as necessary to encourage independence. Staff protect children from the spread of infection through implementing clear strategies for cleaning toys and equipment; however, children are not always isolated when they become unwell.

Children are well nourished, they have a balanced and varied diet and staff cater specifically for children's individual dietary needs, and follow the wishes of the parents.

Older children in receipt of funding have opportunities to socialise with younger children in the outdoor area. Children enjoy playing outside, and run around freely, making their own games, benefiting from fresh air and exercise. However, staff provide insufficient equipment to challenge older and more able children. Babies and young children benefit from relaxing yoga sessions, to encourage self-control and calmness. They communicate their own needs clearly and the staff react appropriately to ensure they are emotionally secure.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children spend their day in a welcoming, mostly secure and safe indoor and outdoor environment; however, entry to one of the nursery main areas is by a keypad code, which staff have not changed since installation. The children play in a pleasant and safe outdoor area; they access and use suitable and safe equipment.

Children use a range of appropriate indoor equipment and resources. The children can select from the activities laid out, and they can access other toys and resources, which are in low units.

The children are protected because all staff have training in first aid, understand their role in Child Protection, all policies are in place and understood by staff, and record books are accurate, dated, and signed by parents.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

All children enjoy their free play and younger children benefit from well-planned and implemented structured activities. Children show interest in what they do, and develop their skills because, in the main, the activities are appropriate to their age and stage of development. Babies and young children are included in activities, which develop their confidence and self-esteem; some competently mimic what adults do, for example tossing Lego like a pancake as they 'make a meal' for friends. All children communicate freely and respond appropriately to others most of the time.

Children independently help tidy up and put resources away; using a dustpan and brush skilfully to clear up sand; and taking off an art apron and returning it to its peg, without adult prompting.

Nursery Education:

The quality of teaching and learning is satisfactory. Staff have an insecure knowledge of the Foundation Stage, which hampers children's progress. Children do not have opportunities to participate in practical activities, which provide relevant experiences to reinforce learning and understanding. Children's behaviour and concentration deteriorates at activity changeover times, and during activities that are more formal.

Staff monitor children's progress, and planning is sound; although children's next steps are not detailed, and plans lack challenges for the older and more able children.

Children mix well and are beginning to learn of other people's needs, and celebrate others achievements, for example two boys were at the computer, on the 'Paint' programme. One boy made a picture and printed it out. The second boy said, "Look, here's your picture. You're a good boy."

Children independently access books and enjoy group story time, but are not sufficiently encouraged to develop mark-making skills, for example by routinely marking or naming their own work.

Children can count beyond fifteen accurately, but have few opportunities to develop this skill throughout the day. Planned mathematical activities are formal and uninteresting to the children. Staff make attractive displays using visual aids to support learning, but some are at an unsuitable level for children of under five.

Children have regular opportunities to use technology, and excitedly encourage others to try things for themselves.

Children's self-esteem increases when they see their creative work laminated and displayed well, with labels. They have opportunities to use a range of media, and produce recognisable pictures, enthusiastically telling adults what they are drawing.

Helping children make a positive contribution

The provision is satisfactory.

Children learn about the wider world from a young age, and show pride in their knowledge, for instance a toddler smiles and says, "Same!" when she picks up a crayon from the table which matches the skin colour of a doll nearby. This positive approach fosters children's spiritual, moral, social and cultural development appropriately.

Staff meet children's individual needs throughout most areas of the provision. Staff work with parents to understand individual children's needs and ensure they are fully involved in the life of the setting, but in practise, this is sometimes sporadic. Staff do not always implement strategies to improve communication for children with little or no English. Staff have a sound understanding of special needs issues and follow procedures to implement individual plans to help the children make progress.

Younger children work harmoniously together and learn how to behave towards each other. However, with older children, staff are reactive to children's poor behaviour and do not give clear explanations to help children learn what is expected.

Parents have access to children's early development records, and progress reports are regularly updated and available for them to take home. This enables them to share in their children's achievements and continue learning at home if they wish. They exchange information with staff on a regular basis to keep staff updated with children's changing needs and interests, which enables children to learn appropriately. The partnership with parents of children who receive nursery education is good.

Organisation

The organisation is satisfactory.

Staff keep adequate records to maintain children's wellbeing on a day-to-day basis, but the provision does not comply with regulatory requirements in a timely fashion, regarding notification of new staff to Ofsted. The staff work well as a team and are enthusiastic. This contributes to the children's enjoyment and feelings of security within the setting.

Young children benefit from staff's sound knowledge and understanding of Birth to three matters framework, and they are cared for well. All staff attend training to improve practise, but those working with older children are lacking a good grasp of how children learn. This results in inappropriate planned activities, which do not extend the more able children. Staff are attentive and willing, but do not receive sufficient support from senior staff to ensure children's learning is effective, and systems for monitoring and evaluating practice are ineffective.

Leadership and management for children in receipt of nursery education are satisfactory. Children make satisfactory progress towards the early learning goals. Overall, the satisfactory quality of the provision meets the needs of the children who

attend.

Improvements since the last inspection

At the last inspection the nursery was asked to review sleeping arrangements for young children to maximise play for children who do not sleep; improve the use of space and resources to maximise opportunities for children in the toddler room; and to provide additional comfortable seating in the toddler room.

The pre-school children now have pillows on the carpet instead of mattresses, and non-sleepers have the choice of quiet activities in the room, or playing in the play street. Toys and equipment from the pre-school are being used to help stimulate the newly formed toddler room. The manager has implemented the use of the black and white rings from the baby room, and new soft cushions, for children on the carpet area of the toddler room.

All these issues have been satisfactorily addressed to improve the comfort and play opportunities for young children.

Complaints since the last inspection

Since April 2004 there has been one complaint relating to National Standard 14 Documentation. A fire had occurred at the setting details of which were not reported to Ofsted. Ofsted asked the provider to conduct an internal investigation and report back within 10 days. The provider responded with details of 2 incidents together with copies of letters sent to parents and Ofsted. The provider remains qualified for registration.

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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):

- review access by unchecked adults to keep children safe

- improve staff's knowledge and understanding of meeting the needs of children with English as an additional language
- update procedures to ensure Ofsted are notified of staff changes at the earliest opportunity.

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):

- provide opportunities to challenge more able children to develop physical skills, mathematics and mark making
- review activities and change over times to ensure children remain interested and motivated to learn
- introduce a system to monitor the quality of teaching.

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