

Kidsunlimited Nurseries - Clairmont

Inspection report for early years provision

Unique Reference Number	EY240139
Inspection date	22 October 2007
Inspector	Janice Shaw
Setting Address	126 Gravel Lane, Wilmslow, Cheshire, SK9 6EG
Telephone number	01625 548 352
E-mail	clairmont@kidsunlimited.co.uk
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?

Clairmont House, Kidsunlimited Day Nursery was registered in 1983 and is part of a large nursery chain run by Kidsunlimited. It operates from six rooms in a two storey house and a separate single storey building on the same site in Wilmslow and serves the local area.

The nursery is registered to care for a maximum of 96 children under eight years. There are currently 140 children from birth to five years on roll. This includes 32 nursery funded children.

The nursery currently supports children with learning difficulties and disabilities and also supports a number of children who speak English as an additional language.

The nursery opens five days a week all year round, except bank holidays. Sessions are from 07.30 to 18.00. There are 27 staff who work with the children. Over half the staff have early years qualifications to National Vocational Qualification (NVQ) level 2 or 3. Four staff are currently working towards a recognised early years qualification. The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are fit and active and have varied opportunities to enjoy and develop confidence in physical exercise both indoors and outdoors. Use of the external play areas is maximised to allow children to experience many good opportunities to appreciate their environment and benefit from fresh air and exercise. Children handle a range of tools and equipment to develop fine motor control, such as scissors, glue sticks, pencils and paint brushes. They display confidence when using equipment, such as balancing beams, hopper balls and the wooden ladder bridge with increasing control. Children are beginning to become aware of the effects of exercise on their bodies. For example, they discover they become warm when running outside and test the temperature of one another's hands excitedly discussing 'who is the hottest?'

The provision of healthy and nutritious food promotes children's good health. They enjoy a balanced diet which regularly consists of fresh fruit, vegetables, water and milk. Meal times are social occasions when staff sit with the children and talk about the food they are eating. Children stay hydrated throughout the day because they can help themselves to fresh drinking water when required. However, their independence and the opportunity to serve themselves and to pour their own drinks are not sufficiently promoted at mealtimes. They are beginning to develop an awareness of hygiene routines. They know, for example, that they need to wash their hands after the toilet, before they eat and after messy play. Although staff do not always routinely wash children's hands as part of the nappy changing process and in some rooms children's runny noses are not always attended to promptly.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a secure and safe environment. Careful consideration is given to ensure that all areas and facilities that children use are well maintained and hazards minimised. However, in the toilet areas the lack of toilet doors does not provide children with appropriate amounts of dignity and privacy. Children are protected as staff have a secure understanding of the safeguarding issues and all appropriate procedures and information are in place.

Secure safety procedures are in place, for example, the fire and the emergency evacuation drill are practised regularly to make sure all are familiar with what to do. Children become aware of their own safety and of those who help keep them safe through some thoughtful topics and activities. For example, they learn about road safety awareness and the emergency services by discussions, displays and visits of the fire and police services. This practical approach helps them to connect their understanding to experience.

Children are kept safe as staff follow rigorous security procedures and they make children aware of the consequences of their actions. For example, children are reminded to sit at a table when using scissors and that to hold the banister carefully when using the stairs. In most rooms the children have access to a good range of resources that are in good condition and easily accessible to them.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy positive and confident relationships with staff and others. Those that are new or less confident are supported sensitively to help them settle in and become part of the group. Children feel secure because staff value what children say and interact well with them in their play and activities. They are busy and engaged in their chosen play. The atmosphere is calm and relaxed and this helps all children to enjoy their day. Babies and toddlers take great delight in the regular occasions during the day when they play in the garden. Babies crawl along the play surface examining autumn leaves with curiosity, whilst toddlers gleefully play hide and seek behind large plants with staff.

In the external listening areas children explore the different sounds the metal pans, colanders and spoons make and enjoy trying to produce different sounds with their friends. They explore using their senses to feel, smell and see what happens when cornflower is mixed with water, leaves and cones are added to the water tray and paint is added to sand. Plans take account of the 'Birth to three matters' framework, and provide plenty of first-hand experiences to encourage their curiosity although the next steps for children's individual development are not always securely identified. Children make choices about what they want to play with from the interesting range of resources set out for them. All these are easily accessible at low level so children develop their independence and decision making. The rising three's room has direct access to outdoors; this is fully utilised throughout most of the day, allowing children to benefit greatly from the 'free-flow' play opportunities. During this time they use broom sticks to sweep the leaves and sand on the veranda and dress up and play imaginatively with their friends. As they play they shout encouraging messages to the younger children in the lower garden and then spontaneously create a game of throwing balls to one another over the low fence to everyone's delight.

Nursery Education

The quality of teaching and learning is good. Children take part in a good balance of adult-led and child-initiated play with group activities being of appropriate length to maintain the children's interests. A new planning system which aims to be child led is still in its infancy and staff have not fully developed it, for example, the next steps for children's learning are not clearly identified nor are activities differentiated. Key workers make useful observations and assessments of children in free play and structured activities and link these to the stepping stones. Activities are evaluated effectively, which identifies how they can be improved in the future.

Staff have a secure knowledge of the Foundation Stage and how children learn. They use this to plan a stimulating indoor and outdoor environment that successfully captures children's interest and develops their curiosity to explore. Effective teaching methods, such as carefully structured questions and props to bring stories alive are used, which helps children participate and develop their understanding. Staff have high expectations for children's behaviour which are set out discreetly. For example, children are spoken to quietly but clearly to help them understand what is acceptable. Consequently, children's behaviour overall is very good and this aids their capacity to learn.

Children are confident learners and take pride in what they do. For example, children seek out staff to share their achievements when writing or painting. Children recognise their names, experiment with a range of mark making tools and older children are competently attempting

to write their names. They practise their early writing in role play situations which helps them to understand writing for different purposes. Children take part in story and song sessions with interest and enthusiasm. They count and attempt to solve simple number problems when assessing how many children there at their table and show a simple understanding of capacity when playing with sand and water. They have many good opportunities for children to use numbers as labels in their play, which aids their ability to recognise number symbols. For example, when playing with small construction bricks they link their groups to the nursery made number line on display.

Children explore and investigate resources and demonstrate their understanding of how things work. They know that wheels make a toy lorry move and experiment with a pulley system to hoist bricks onto a wagon. Technology is an integral part of the nursery day. Children competently use the computer and follow the programme instructions carefully to succeed with a game. They create and construct using a range of media. When involved in creative art activities, such as painting, sticking and printing, children recognise the changes in colour when they overlap and describe the texture of the leaves they are using for printing. Children keenly draw witches hats with their fingers in black glitter sand.

Children show enthusiasm for imaginative play and initiate their own games. One child was observed mimicking staff when she read stories using gestures and phrases previously used at story time, whilst another group, used a wooden crane with a pulley, to create complex story lines about building sites. Resources are interesting and appealing, which develops children's desire to explore their imagination and creativity and keeps them engaged in an activity. For example, a discovery box contains many interesting small artefacts brought from abroad. Children examine closely the Russian doll, feel the contours of the wooden Buddhas and try very hard to work the castanets.

Helping children make a positive contribution

The provision is good.

Children are respected as individuals and all are welcomed into the nursery. They feel valued and gain a sense of belonging as staff include every child in the activities provided. Their needs are effectively met and they settle in well because key workers find out about children from parents when they start at the nursery and value the fact that children have differing needs. There are effective procedures in place to make sure children with learning difficulties or disabilities are closely supported in their progress. Communication is strong between staff, parents and other professionals and this allows individual support to be programmed. As a result, all children are given equal chances to make progress. Children's spiritual, moral, social and cultural development is fostered.

Behaviour throughout the nursery is good and children understand about responsible behaviour and show kindness and respect for others. They respond appropriately when they need to adjusting their behaviour, for example, if reminded to use good manners or say 'sorry' to others. Staff set very clear expectations for children's behaviour and act as positive role models. As a result children are secure, confident and show respect for their surroundings. They contribute to routines, such as tidying up by enthusiastically carrying resources to the shelving units or carefully putting toys back in the boxes.

The partnership with parents is good. Information for parents about the nursery is provided via newsletters, notice boards and the website, which means that parents are fully informed about the curriculum their children follow. Parents are encouraged to get involved in their

children's learning by attending occasions like the recent harvest festival and the planned evening on phonics. Children become aware of the wider society through using some interesting artefacts and resources that reflect diversity. They dress up in multicultural clothes, celebrate festivals and learn about the beliefs of others. Children in the pre-school are learning simple French, which develops their awareness that people speak different languages.

Organisation

The organisation is good.

The nursery is well managed. Efficient systems are in place to monitor and evaluate the quality of care and education. The staff team is deployed reasonably well throughout the day which allows the routine to flow smoothly and ensure that children are engaged and purposefully occupied at all times. However, on occasions, staff in the baby room are stretched and babies do not get the attention they require. Children benefit from the stimulating environment and varied play and learning opportunities that the staff strive to provide. Secure recruitment and vetting procedures ensure staff are suitable and capable of carrying out their roles effectively. Both in house and external training courses are available for staff to develop their skills, which keeps their knowledge up-to-date with current practice. Accurate records that reflect the care provided are kept on all children. Good arrangements are in place to keep these records confidential and secure.

The leadership and management of the nursery education is good. The pre-school room staff work well together to plan and oversee the delivery of the Foundation Stage curriculum. The over three's coordinator is aware of her staff's strengths and uses these effectively to provide some well-structured and worthwhile activities for the children. Good practice and effective teaching strategies are shared so that all staff are consistent in their approach. Overall, the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection there were eight recommendations made. The nursery was required to assign each child to a key person, cleaning materials were to be made inaccessible to children, security arrangements in the pre-school room were to be reviewed, hygiene practices were to be reviewed at lunch time. Staff were required to have an improved understanding of the importance of asking questions. Staff to child ratios were maintained at all times and arrangement to ensure children's dignity and privacy were to be considered. Most of these have all been appropriately addressed. However, staffing ratios are occasionally not maintained in the baby nursery. Whilst the nursery has made some effort to address children's dignity and privacy in the toilet areas this is still not sufficient and is the subject of a recommendation at this inspection.

Complaints since the last inspection

Since the last inspection Ofsted received two complaints:

On 28th June 2006 concerns were made in relation to National Standard National Standard 4 - Physical environment, National Standard 5 - Equipment and National Standard 6 - Safety. The Compliance, Investigation and Enforcement Team contacted the provision. The provision provided an investigation response regarding the concerns raised. Ofsted are satisfied the provider remains qualified for registration.

On 15th March 2007 Ofsted received concerns in relation to National Standard 6 Safety. The Compliance, Investigation and Enforcement Team contacted the provision. The provision provided an investigation response regarding the concerns raised. Ofsted are satisfied 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):

- increase children's opportunities to be independent at mealtimes by serving themselves and pouring their own drinks. Ensure younger children wash their hands after nappy changing.
- ensure children's dignity and privacy when using the toilets.

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 that the observations and assessments of children's development is used to plan for the next steps in children's individual development (also applies to care).

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