

# Kidsunlimited Nurseries - Millhouses

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY252525
<b>Inspection date</b>	06 November 2007
<b>Inspector</b>	Sarah Gilpin
<b>Setting Address</b>	11 Archer Drive, Millhouses, Sheffield, South Yorkshire, S8 0LB
<b>Telephone number</b>	0114 2369195
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<b>Registered person</b>	Kidsunlimited Nurseries
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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?

Kidsunlimited Nursery opened in 2003. It is owned and managed by Kidsunlimited Nurseries and operates from a purpose built premise in the Millhouses area of Sheffield. The nursery serves the local and wider community and children attend for a variety of sessions.

The nursery is registered to take a maximum of 84 children aged birth to under five years at any one time. There are currently 166 children on roll, 53 of which children receive funding for nursery education. There is provision for children with disabilities and learning difficulties and for those children who speak English as an additional language. The nursery is open Monday to Friday all year round from 07.30 until 18.00, excluding Bank Holidays. The two storey premise is served by a central lift, and children are cared for across six rooms. Children and babies have access to two segregated outdoor play areas, one of which is covered.

There are 29 staff, including the manager, 19 of whom are qualified and others are working towards an appropriate qualification. The setting receives support from a Curriculum Advisor, appointed by Kidsunlimited, and has links with the Early Years Development Partnership.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

The environment where the children play is very clean and maintained to a high standard. The staff implement the clear policies and procedures for promoting the children's good health and help to raise their awareness of appropriate hygiene. Children are supported to wash their hands before meals and are reminded to ensure their hands are clean after they use the toilet. The easily accessible facilities, such as the low-level toilets and hand wash basins ensure that children are empowered to be independent in this area. In addition, there are tissue dispensers at children's height, which means even the youngest children can wipe their noses independently. There are clear guidelines for maintaining good hygiene at nappy changing times and these are routinely followed by the staff. The health and well-being of children is given priority and staff plan activities, which help to raise their awareness of the benefits of healthy eating and exercise. There are clear systems in place to promote the well-being of the children in case of accidents. For example, staff hold first aid qualifications, there are suitably well stocked first aid boxes and clear recording procedures.

Children enjoy healthy and varied meals and snacks when they come to nursery. Their independence in this area is promoted because the staff ensure that the older children can choose for themselves, pour their own drink and select what they have to eat. The menu for the children takes account of their specific dietary needs and the choice of parents. Details of all allergies are recorded and information is shared to ensure that children do not come into contact with any foods that may be unsafe for them to eat. The meal and snack times are enjoyable and the older children are very sociable and chat to their friends as they eat together.

The children enjoy daily access to the outdoor area, which they use to practise and refine skills, for example, they build and balance using plastic crates. They have access to a large sand pit and static slide as well as equipment that is changed on a daily basis. The younger children benefit from a designated area and this ensures they have access to toys and equipment that are suitable for their age and stage of development. The well planned and organised indoor environment allows the children to move freely and with confidence in their designated play area. The younger children's individual routines for rest and sleep are given high priority by the staff who know and meet their needs effectively.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children's safety is maintained because they are cared for in a welcoming environment, which is safe and secure. Comprehensive risk assessments are used to identify potential hazards and staff work hard to minimise risks to children, ensuring they can move around the nursery safely. The staff are vigilant as they support the children and play with them at their level. The children are closely supervised throughout the day and they are reminded to keep themselves and their friends safe. The children's arrival and departure at nursery is consistently monitored by the staff to ensure children remain safe in the setting. Staff sign in and out of the rooms in which they work, this provides a detailed record of the adults caring for the children throughout the day. In addition, a clear record is kept of visitors to the setting. Children's awareness of how to deal with emergency situations is developing because there are routine fire evacuation practises. The garden provides a secure environment in which the children play, however, a number of accidents have occurred relating to the use of the static slide.

The children safely access the toys and resources because they are arranged at their level. Equipment used by the children meets the required safety standards and is routinely checked by the staff to ensure that items remain safe for them to use. Gentle reminders from staff ensure that children have a growing awareness of how to keep themselves safe as they move around the indoor and outdoor environment. For example, children are reminded not to throw toys around and to take care when climbing outside in the garden.

Children are safeguarded because the staff have attended child protection training, which has developed their knowledge of the signs and symptoms of abuse and neglect. There is a designated person for dealing with any concerns raised about a child in the setting, who has a good working knowledge of the procedures for monitoring and referring to the relevant organisations. The child protection policy reflects the mandatory requirements and the guidelines from the Local Safeguarding Children Board. In addition, the robust recruitment and checking of staff ensures that no unvetted adults are left in sole charge of the children.

### **Helping children achieve well and enjoy what they do**

The provision is good.

The children are very happy and content in the nursery environment because staff work well together as a team and effectively meet their changing needs. Staff recognise the importance of working in designated areas to provide children with consistency of care. They understand that this results in the children being more confident and able to seek support and guidance when they need it because the adults are well known to them. The majority of the children come happily into the nursery, some require the support of staff to settle to an activity but they quickly become involved in what they are doing. Staff work with the children getting down to their level and talking to them about what they are doing and there is a busy 'buzz' of activity in all of the rooms. When the numbers of children drop at the end of the day, the children are brought together. This helps the children to become familiar with different areas of the nursery and different staff, which aids their smooth transitions to other areas as they grow.

The staff plan for the younger children using their good knowledge and understanding of the 'Birth to three matters' framework. There are weekly 'keyworker' plans, which ensure that individual staff plan for the children they know the best. Staff are beginning to use their observations of the children to plan daily activities and experiences, taking the children's interests and their changing developmental needs as a focus. The children's play and enjoyment is evaluated on an ongoing basis, which means that if children are not engaging with a planned activity, staff respond appropriately and change the activity.

Babies and young children have space to crawl or walk around their rooms and enjoy a good level of support from the staff. They thoroughly enjoy exploring both the bright compact disc and the natural resources in the treasure basket. Cuddles are frequent and the children enjoy sitting with the staff for a one to one or group story time. The toddlers enthusiastically participate in 'social group' activities, which are designed to develop their communication and social skills. They use simple sign language to communicate their 'thanks' to staff at snack time. They sit well during these occasions and enjoy being with their friends. Sand play is popular with the children who spend time feeling the sand in their hands and using diggers and scoops to move the sand around the tray. Children are able to choose the toys and resources that are set out on the table and changes are made to meet their needs. For example, when a child wants to have the play dough out on the table this is facilitated by the staff. Painting is very popular and the younger children are supported as they freely explore their creativity.

## Nursery education

The quality of teaching and learning is good. The staff use their good knowledge and understanding of the stepping stones in the Foundation Stage curriculum to plan an interesting and varied range of activities for the children. Recent changes to the planning system mean that staff are beginning to develop their plans for the children in line with the aspects of the Early Years Foundation Stage. The planning is intended to take account of the children's interests and their developmental needs, although this is not fully embedded into practice. The environment is resourced to ensure that children have access to a wide variety of activities, resources and experiences everyday. The assessment of children's development has been recorded until recently using a tick sheet linked to the stepping stones. A recent change to the system of observations of children and the recording of the progress they make is being implemented by the staff. Staff demonstrate some understanding of the individual children and their stage of development and this knowledge is used to inform the planning. The children enjoy drawing in their news books, which shows the progress they make in their mark making over time.

The children are inquisitive, motivated to learn and excited to be involved in the experiences provided. They build warm and harmonious relationships with the adults who work consistently with them. They are beginning to recognise the needs of others through activities that involve turn taking and are developing firm friendships with their peers. The children are very confident and have a growing independence, which they demonstrate as they manage their own personal hygiene needs. The resources are stored at their level and children are offered some choices about what they want to have out to play with.

The children enjoy daily access to the outdoor area, they have designated session times each day to ensure regular physical play. However, the layout of the nursery, which is on two floors, limits the opportunities children have for free-flow indoor and outdoor play. The outdoor play space has been designed and resourced to offer children the opportunity to climb and slide and resources are provided so they can practice their pedalling, football and bowling skills. There are hanging musical resources and a large sand pit for them to enjoy. Yoga sessions are very popular with the children and they follow the staff's instructions, moving their bodies while listening to relaxing music.

Children engage in a variety of role play experiences, which gives them opportunities to use their own experiences to act out roles. The role play area is currently a 'pet shop', which is very popular with the children. Children use mathematical language spontaneously in their play, the older and more able children count up to 10 plus consistently. They are encouraged by the staff to match and count coins and other resources. They accurately describe shapes they see around them, such as a rectangle and circle. Children's communication skills are good, they converse with the staff as they play and use simple signs to illustrate their meaning. Children enthusiastically join group discussions about the fireworks they have seen during the recent bonfire celebrations and they listen intently to the experiences of their friends. The children's spoken language is extended to them greeting one another in French during the register time. Children take pride in talking about their families and the 'family tree' displays help them to understand their place in their family and provides them with the opportunity to share their experiences with their friends.

Children use tools, such as pencils, scissors and cutlery with growing competence. They cut paper to size and draw recognisable pictures. Some of the older and more able children are beginning to form the letters of their names and can spell out simple words with the support

of staff who effectively use the phonetic alphabet. The environment is rich in text, which promotes the children's early reading skills and the more able children are beginning to use the Oxford reading scheme books, which they share with their parents. Children learn about their local environment and the wider world through planned activities. They enthusiastically engage in cultural days, which are planned by the staff. A photographic display shows their involvement in the recent 'Scotland day'. Children show great interest in the inspection laptop and demonstrate their knowledge of information technology. They are very confident when using the computer, they show their skills by using the mouse to click and drag to complete popular programmes, they independently print the pictures they create and are extremely proud of their finished products. They enthusiastically programme the robot toy and are excited by it's movement around the room.

### **Helping children make a positive contribution**

The provision is good.

The staff work hard to get to know the children, which ensures their individual needs are effectively met. For example, parents bring their children for a number of settling visits and are asked to provide a wealth of information to ensure the staff have considerable knowledge of the children's likes and dislikes, which assists the children's smooth admission into the provision. Children learn about other people and the world around them through carefully planned activities, which are successfully resourced and well supported by the parents. Inclusion and integration of children with learning difficulties and disabilities is managed well because the staff understand the children's individual needs and the processes for supporting them. There is provision for children with English as an additional language and all children's communication is supported by the use of sign language.

The children's behaviour is excellent. They are busy and engaged in activities throughout the day. They receive consistent and sensitive reminders from staff about acceptable behaviour. Praise and encouragement from staff are a frequent feature and as a result, the children play harmoniously together. The older children clearly enjoy one another's company and play cooperatively. For example, children work together on the computer and build together using construction toys. The children's spiritual, moral, social and cultural development is fostered.

There is a good partnership with parents and carers. A substantial amount of relevant information is provided and displayed for the parents to ensure they can take an active role in their children's learning. For example, the parents receive a newsletter that contains information relating to the planning and suggestions on what they can do at home with their children to support and extend their learning. The parents receive regular updates on the progress their children are making, and the written daily reports for the younger children ensure that their parents know all about their children's achievements and their time in the nursery. Parents and children are made very welcome by the staff who greet them warmly as they enter the setting. The easy going informal discussions ensure that all information relating to the children is successfully exchanged each day, which helps the staff to meet their changing needs.

### **Organisation**

The organisation is good.

The children thrive because they are cared for in a well managed and successfully organised setting. Staff work successfully using the resources, environment and planning to provide children with a wide range of interesting activities and play experiences. The adult to child

ratios are met within the nursery and this means that the children's needs can be effectively met. The efficient deployment of staff means that children are cared for by consistent staff in each area and can be carefully monitored throughout the day. An outside agency is used to support the recruitment of new staff. Clear and robust procedures for the checking and induction of staff ensures that children are only cared for by adults who are suitable to do so and understand the expectations of the nursery. A clear and comprehensive range of policies and procedures are successfully implemented by the nursery staff. As a result, the children enjoy positive outcomes.

The leadership and management of the nursery is good. This contributes to the good progress the children make in their development and learning. The nursery manager works hard to ensure that the staff have a good understanding of the National Standards, 'Birth to three matters' framework and the Foundation Stage curriculum. In addition, the staff are being introduced to the aspects of the Early Years Foundation Stage. This means that they are able to promote high quality care for the children. Staff development opportunities are planned through the use of a performance development system and the use of in-house and external training opportunities, and ensures that they are well equipped and have an up to date knowledge of childcare practices. The manager understands what the setting does well and knows where there are areas for improvement.

Overall, the provision meets the needs of the range of the children for whom it provides.

### **Improvements since the last inspection**

At the last inspection the nursery was asked to improve the training opportunities for staff. There is a clear system for accessing training for staff, which includes a regime of 'in-house' training and access to relevant training courses provided by the local authority. This results in the staff being well equipped to promote positive outcomes for the children.

### **Complaints since the last inspection**

Since the last inspection Ofsted received concerns regarding National Standard 1 Suitable Person, National Standard 11 Behaviour and National Standard 13 Child Protection. The concerns were originally shared with another agency. An Ofsted Early Years childcare inspector then conducted an unannounced visit to the provision in November 2006. Ofsted are satisfied that the provider remains qualified for registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **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):

- improve the safety in the outdoor environment with particular regard to the static slide.

### **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):

- continue to develop the range of choice provided for the children to extend their learning experiences
- further develop the observation, assessment and planning system to promote children's development and learning.

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](http://www.ofsted.gov.uk)