

Kidsunlimited Nurseries - Woodlands

Inspection report for early years provision

Unique Reference Number	256850
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Inspector	Susan Sykes
Setting Address	Thorpe Wood, Peterborough, Cambridgeshire, PE3 6HN
Telephone number	0845 365 2909
E-mail	woodlands@kidsunlimited.co.uk
Registered person	Kidsunlimited Limited
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 satisfactory.

WHAT SORT OF SETTING IS IT?

Kids Unlimited Day Nursery operates from a purpose built premises situated on a large business park in the city of Peterborough. Kids Unlimited serves the whole of the city and beyond.

There are currently 91 children on roll. This includes 19 children who are funded for nursery education. Children attend for a variety of sessions. At present the setting supports one child with learning difficulties and/or disabilities and no children who speak English as an additional language.

The nursery opens five days a week for fifty two weeks of the year excluding bank holidays. Opening hours are from 08:00 to 18:00 with funded sessions each morning and afternoon.

Seventeen part-time/full-time staff work with the children. Over half the staff have early years qualifications to NVQ Level 2 or 3. Several 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 satisfactory.

Children's health is generally protected due to the practice followed by members of staff. They teach children the importance of personal hygiene through daily routines, such as washing hands after using the toilet or before eating, and provide all the equipment they need to wash their hands independently. Adults remain alert to reinforce good practice as necessary to give children a thorough understanding of good hygiene through supervision, for example as they attend the toilet. A firm ethos of encouraging sick children to stay at home reflects the written policy, ensures their well-being and protects the other children from cross-infection. A vast majority of staff hold appropriate first aid certificates and well-stocked first aid boxes ensure staff can respond to minor injuries. Systems are in place to ensure parents give written prior permission to administer medications to children and to acknowledge any dosages given. However, these are not robustly maintained which can result in parents not being fully aware of any medicines that their child has been administered. This does not fully safeguard children's well-being.

Children in the nursery benefit from a healthy menu and food is prepared freshly on the premises by the nursery cook who maintains a high standard of hygiene in the kitchen, protecting children from infection. Children increase their understanding about a healthy lifestyle. They grow vegetables, such as tomatoes and carrots in the nursery outdoor area which they later enjoy for their snacks. They enjoy nutritious snacks daily such as a variety of fresh fruit and crackers. Adults are vigilant to ensure they take account of the parents' wishes and the children's choices and dietary needs. However on occasions this information is not robustly disseminated to other key staff members involved in the preparation of food which does not fully support their dietary needs. Children develop their social skills through eating their snacks together at the table. Children can access drinks whenever they need to, which helps them recognise and respond to their body's needs and remain hydrated throughout the day.

Children enjoy a wide range of activities which contribute to their good health, both indoors and out. Children move around the premises safely avoiding hazards. They have good opportunities to use small scale equipment safely to develop their finer manipulative skills, for example, threading, jigsaw puzzles and using scissors. Large scale equipment develops their large physical skills as they use, for example, the climbing frame and slide with confidence or balance along the log trail. Children are keen to try and gain new skills as the adults have a good understanding of appropriate activities and the level of support individuals require, such as holding children's hands if needed as they balance along the logs outdoors or engaging a group of children in a game of 'What's the time Mr Wolf?'. Children have opportunities to ride bikes and scooters and learn to negotiate a path between other equipment and children. These types of activities help children to develop their physical skills and develop a positive attitude towards exercise.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a very safe, secure and stimulating environment. All areas are light, airy and well-maintained. Access to the building is only permitted through the main door, where staff are able to clearly identify visitors before allowing them entry, ensuring only adults with a legitimate reason enter the nursery. Children have access to a securely fenced outdoor area

which includes playground's for older and younger children. Risk assessments are carried out daily to identify and address potential hazards in each room and outdoors. Other regular in-depth assessments are carried out to underpin health and safety in the nursery protecting children from danger. Children are closely supervised both inside and outside, which minimises the risk of accidental injuries. Staff have a sound knowledge of health and safety procedures and positive steps are taken to promote safety and keep children safe. For example, there are clear and effective fire procedures in place which all staff are fully aware of and know how to implement in an emergency. The kitchen is inaccessible to children and dangerous substances such as cleaning fluids are locked away preventing children accessing potentially hazardous materials, further safeguarding their well-being.

Indoor play areas in each room are generally well organised and children have access to a good range of age-appropriate activities. This provides children with opportunities to develop independence in addition to promoting all areas of learning through play. Toys are stored at a low level, which means that children are able to make choices and learn responsibility by accessing them independently and tidying up safely. All toys and equipment are of a very good quality, clean and are checked for condition. They are appropriate for the age of the children, which ensures that they can be used safely. Safety gates are used throughout the setting to prevent children from accessing areas such as the nappy changing area without adult supervision, whilst ensuring that children are able to become familiar with the environment.

Children are effectively protected by staff who have a good awareness of child protection procedures and know how to put these into practice to safeguard children's welfare. A written policy is in place and staff are able to recognise signs of abuse and whom to contact if they are concerned about a child in their care. Consequently, children remain safe and are protected from harm.

Helping children achieve well and enjoy what they do

The provision is good.

All of the children in the nursery are provided with a wide variety of activities and play opportunities which enable them to make progress in their development and learning. Babies engage in activities which staff plan using the 'Birth to three matters framework' and planning has recently been further developed to ensure challenge is provided for each individual baby. Their progress is monitored in the assessment records which contain concise observations and photographs which parents can access at anytime. Babies enjoy a range of tactile experiences, for example, exploring the contents of treasure baskets or play with trays of cornflakes and a range of other sensory toys and activities are always available. Babies benefit from warm interactions with staff who respond well to their needs.

Younger children's learning in the toddler rooms is also promoted through the staff's knowledge of child development and of the 'Birth to three matters' framework, which they implement well. Staff use the framework to plan and organise play experiences for children under three years which are developmentally appropriate. Younger children's progress is closely monitored through the completion of achievement records which are updated on a regular basis. The assessment records show how children are progressing and a new system is being currently implemented to ensure that a clear learning intention is planned to provide appropriate challenge to each child. Subsequently, children's individual needs are met well and they develop confidence and self-esteem as they develop more skills. Children feel at ease in the nursery environment. They happily separate from their parents and carers at the beginning of their time in the nursery and enthusiastically explore and investigate the environment.

Babies and younger children are able to participate in a range of activities. Children's independence is encouraged as they are able to make independent choices in their play. Children regularly enjoy sensory play with opportunities to explore paint, water, sand and other mediums such as 'gloop'. Staff encourage and develop children's early communication skills as they listen and encourage babies and younger children to vocalise as they sing and talk to them while playing or at social occasions such as snack time. Children demonstrate they are familiar with routines and are at ease in the rooms as they participate in free play such as making dinner in home corner. Children's communication skills are supported well by staff as they listen and respond to children's questions whilst not rushing them into a response, building their confidence.

Nursery Education

The quality of teaching and learning is satisfactory. Staff have a generally sound knowledge and understanding of the Foundation Stage which ensures that children take part in activities that enable them to make progress in all areas of learning. Children are motivated and are making steady progress towards the early learning goals with resources generally organised to allow them to make choices and gain independence. Staff build trusting relationships with the children. They talk about safety and behaviour within routines and children's behaviour is managed in a calm and patient manner which helps to promote their confidence and self-esteem.

Planning provides guidance for staff to ensure a range of activities and experiences are provided for children to extend their learning in all areas. However, the short-term plans do not include sufficient detail to enable staff to make the best use of activities and experiences to promote the learning of all children to the maximum extent. Furthermore, plans do not include how to adapt an activity for children with learning difficulties and/or disabilities or how to challenge more able children and this is reflected in the educational practice which results in learning experiences being missed. Staff generally use active methods to maintain children's interest; sitting with children and providing help and support. Key workers observe and assess children's achievements and assessments clearly link to the stepping stones so staff can track children's progress to the early learning goals. However children's progress records are not always kept up-to-date which makes it difficult to plan for each child's next steps. Children's starting points are identified through an initial profile from the toddler room and the nursery works informally in partnership with parents to ascertain other information. Staff are developing systems to identify individual children's next steps, although, this is not currently used to inform future planning. This impacts on children's learning experiences.

Children separate happily from their parents and carers and quickly become interested in the activities that are provided. They work hard and persevere at self-chosen tasks such as completing elaborate towers from Lego or making 'transformers' from 'stickle bricks'. As a result they are developing positive dispositions towards their learning. Children have many opportunities to build their self-esteem, for example as they instigate play with their friends and staff support their choices making them feel valued. Children play well together. They share resources and negotiate play scenarios, for example as they participate in role play making dinner in home corner, building friendships and a sense of well-being.

Children have opportunities to write for a purpose, with free access to writing and mark-making materials and some children are able to write recognisable letters or their names. However, there are limited opportunities in other areas of the pre-school to encourage spontaneous mark making. Role play equipment supports children in developing communication skills, promotes imaginative play and language development and helps them to learn about the world around

them. Children enjoy reading alongside staff who use the opportunity to maintain their interest and help bring the story to life although the ambience of the book corner does not encourage impromptu reading by children. Children's understanding of linking letters and sounds is developed as they sound out their name and use alphabet cards to enhance their phonic understanding. Children learn about numbers and counting through resources as well as through interactions with staff such as singing songs with mathematical concepts. Sand and water activities help children develop an understanding of weight, size and capacity.

Children have opportunities to explore objects which help them to learn about the natural world. They show curiosity and delight as they examine insects in the 'bug garden'. Children develop a sense of time as they grow vegetables which are later used in the nursery or create large wall displays that reflect seasons of the year. Children demonstrate an understanding of the concepts of seasons as they initiate talk about how frogs come out in spring time. Children have opportunities to engage in information technology such as a computer or other electronic toys, for example, programmable 'bee bop' bugs. Children have free access to creative materials and can paint or draw at any time, allowing them to develop ideas and practise fine hand skills. They actively engage in imaginative play, for example as they sit together on chairs, state it is an aeroplane and discuss who will be the passenger and stewardess. All children move around the physical environment with confidence as they find a space at group time or line up outside when requested.

Helping children make a positive contribution

The provision is good.

Staff have a good understanding of equal opportunities issues and reflect this within policies, procedures, activities and experiences. Children enjoy very warm and positive relationships with staff and each other. They are valued and respected as individuals, they are provided with opportunities to expand their knowledge and understanding of equality, diversity and the wider society. For example, as they celebrate each other's cultures, for example Diwali or Chinese New Year, or use a range of resources that reflect diversity in society. Further appreciation is instilled as older children participate in French lessons which are consolidated by colourful displays on the wall. Children with learning difficulties and/or disabilities are fully included in the day-to-day experiences that the nursery offers and staff give appropriate support. Staff work closely with parents and outside agencies to ensure appropriate care is given to each child which in turn benefits them as their self-confidence grows. Children are secure in the consistent boundaries reinforced by staff that help them develop a sense of belonging. For example, staff implement the group's written behaviour management policy and encourage children to share, take turns and play together. Good behaviour is valued and encouraged, with children developing good relationships with adults and each other. Staff calmly implement boundaries in the nursery to keep children safe, for example not splashing water in case someone slips over, consolidating children's understanding of keeping themselves safe.

Children are encouraged to share, play together and respect each other. They are given opportunities to appreciate other cultures and express themselves through a variety of mediums. Children's social, moral, spiritual and cultural development is being fostered.

Children benefit from positive partnerships that staff have developed with their parents. Individual care plans contribute towards maintaining their well-being and safety. Parents are provided with details of the group's policies and procedures within its comprehensive welcome pack. They have good opportunities to see the more detailed policy file and complaints log which are displayed in the reception area. Additional information is then shared with parents

on a regular basis through the group's notice board or newsletters. Daily verbal discussions ensure parents are well-informed about their child and the care they have received within the group and this is consolidated with a daily written handover sheet for younger children and babies meaning that continuous care can be maintained.

The partnership with parents and carers of children in receipt of nursery education is good. Information about the Foundation Stage curriculum is given to parents in a comprehensive pack and this is further consolidated by open evenings for parents to visit the nursery to see further how early years education is implemented. Methods to keep parents informed of children's progress are in place and are both formal and informal. Staff exchange information with parents daily detailing individual children's achievements and children regularly take completed activities home with them. Parents are made aware that their child has an assessment record which their key worker will share with them on request at any time. This is further enhanced by regular detailed and informative written reports and regular parents meetings. Parents are informally invited to contribute to their children's assessment records, offering the opportunity for them to become fully involved in their children's education.

Organisation

The organisation is satisfactory.

The nursery is currently in a transition period as a new manager is now taking over. She has been proactive in recognising areas that need development and an action plan is in place to address the issues within a realistic time scale. Some concerns have been addressed already, for example children now eat their snacks off plates rather than straight off the table cover and re-enforcing necessary record keeping. Further support is being offered from senior management to further enhance children's well being and educational experiences. There are robust staff recruitment and vetting procedures in place for when new staff begin their employment. Induction procedures are in place and include health and safety training in the first week of employment. However, child protection is not generally covered in the first week and new staff are not monitored to ensure they have completed the induction process to cover all the policies and procedures which promote children's well-being in the nursery. Staff who work with the children are qualified or are attending training courses and this contributes to the quality of care and experiences provided for children. The new manager ensures staff are appropriately managed and there are systems in place to provide direction, support and leadership, for example, as she plans training sessions, helps them to develop planning for activities or ensures that care regimes are being fully implemented. Appropriate guidance is given by the new manager to ensure that staff are clear in their roles; they work as a supportive and stable team who are committed to ensuring children's time in the nursery is happy. Staff are confident to take on a variety of roles within the setting and during sessions. Policies and procedures are in place to keep children healthy and safeguard their welfare. There are systems in place for recording accidents, medication and attendance.

Children enjoy their time in the nursery although the layout and structure of the sessions in the pre-school room does impact on their play and learning experiences. For example, the position and aesthetics of the book corner does not make it inviting for children and in turn children do not often visit this area. This will not foster an appreciation of books or reading for pleasure. Furthermore during the session children are asked to tidy away all toys and resources before they participate in another activity such as going outdoors. This interrupts children who are engaged in a meaningful play experience and impacts, for example, on their concentration skills.

The leadership and management of children who receive nursery funding is satisfactory. The new manager and staff are committed and professional in their approach to providing children with early years play and learning experiences. They work closely together to ensure the day-to-day running of the nursery goes smoothly and that they provide an environment for children to be happy and flourish. The new manager is currently reviewing deployment of staff to ensure children are supported during play activities appropriately, for example staff working with pre-school children have nursery education knowledge. However, there are no systems currently in place to monitor nursery education which means weaknesses are not recognised or addressed, such as staff knowledge of the Foundation Stage or monitoring children's assessments. This impacts on the quality of children's educational experiences and can hinder their progress to the early learning goals.

Overall, children's needs are met.

Improvements since the last inspection

At the last inspection the provider was asked to ensure staff are kept regularly updated in behaviour management techniques and issues, ensure there is an effective home link between staff and parents of under three's regarding continuation of activities and routines at home. They were also asked to ensure all trainee staff are familiar with current teaching methods and practices of the setting in order to be able to stimulate and extend more able children's learning when carrying out activities. They were also asked to ensure all opportunities are used for children to engage in mark making for a purpose in meaningful activities.

Staff encourage good behaviour throughout the nursery using positive techniques such as lots of praise for desirable actions. Children are secure in the warm relationships with staff and consistent boundaries such as sharing toys and resources. Children under three benefit from an effective procedures which inform parents of their child's care and routines during their time in the nursery. A written record detailing pertinent aspects of the child's care is further consolidated by a verbal feedback from staff on collection. Staff are generally aware of the teaching methods and practices in order to extend children's learning although further development is required. Children have opportunities to engage in mark making. There is a well resourced mark making table although this aspect could be further enhanced within the pre-school room by offering other opportunities throughout the room.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. 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 satisfactory.

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 parents give written prior consent to administer medications to children and sign to acknowledge that they are aware of the time that any authorised medication was given and review systems in place to ensure all allergies that children may have are regularly updated and the information is disseminated as needed
- review induction procedures for new staff and ensure that they receive child protection training and procedures in their first week of employment.

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 plans contain sufficient detail for staff to effectively implement the activities and ensure that the observations and assessments of children's development are used to plan for their next steps
- ensure planning includes adaptation for children with learning difficulties and/or disabilities and provide sufficient challenge more able children
- ensure that the organisation of the pre-school room, resources and time enables the children to fully benefit from the activities available (also applies to care)
- develop and implement a system to assess the strengths and weaknesses in the education provision to ensure gaps are highlighted and actioned.

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