



## **Kidsunlimited Nurseries - Angel Drove**

Inspection report for early years provision

<b>Unique Reference Number</b>	EY282652
<b>Inspection date</b>	14 September 2005
<b>Inspector</b>	Emma Bright
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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 satisfactory. 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@Angel Drove is one of 47 nurseries run by Kidsunlimited. It opened in 2004 and operates from a purpose built, 2 storey building. It is situated on the business park on the outskirts of Ely. A maximum of 120 children may attend the nursery at any one time. The nursery is open 5 days a week from 07:30 to 18:30 all year round, except public holidays. All children have access to an enclosed outdoor play area.

There are currently 60 children aged from 3 months to under 5 years on roll. Of these, 7 children receive funding for nursery education. Children come from the local area and further afield.

The nursery employs 17 members of staff. Of these, 11 staff, including the manager hold appropriate early years qualifications and 1 member of staff is currently working towards a qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children's health and well-being is promoted and they are protected from the risks of cross-infection by good hygiene procedures. For example, staff use gloves and aprons when changing nappies and each child is provided with their own linen at sleep times. Older children competently wash their hands during the daily routine and know that they do this to "stop the germs making them poorly". Thorough procedures and documents are in place to ensure children's individual dietary and medical needs are met, for example all medical consents are obtained from parents and the records are kept appropriately.

All children enjoy sufficient quantities of food and drink and they enthusiastically tuck in to the meals provided. Meals are nutritious and freshly prepared from scratch on the premises each day and the varied menus ensure children's nutritional needs are met. Children's individual dietary needs are well catered for, for example, children are offered a range of alternative meals, such as a vegetarian option to take into account special dietary requirements. This ensures that children are well-nourished and content.

Good routines for sleep and quiet times are in place, which ensures that all children are well-rested. Babies practise their growing physical skills and they have plenty of space to crawl and pull themselves to standing on the suitable furniture. Children enjoy a range of physical activities, both indoor and outdoors, such as climbing on large apparatus or practising yoga. This ensures that all children benefit from physical activity to promote their good health.

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

The provision is good.

Children are cared for a clean and well-maintained environment; they can move around freely and safely in the ample space provided. Children's safety is enhanced by good security procedures used to restrict access to the setting and safety measures, such as socket covers and regular fire drills mean that risks are minimised and children are kept safe. The outdoor area is secure and staff supervise children well so they can play safely.

Children learn about keeping safe as staff explain the dangers to them. This helps

children to develop their understanding of hazards and to take responsibility for themselves. Children use a good range of safe equipment and resources that are appropriate for their age and stage of development. They readily access the wide range of toys and activities, which means they follow own interests, develop their independence and are beginning to direct their own play.

Children are protected and kept safe from harm as the staff are aware of the child protection procedures and have the necessary skills to identify signs and symptoms. Children are closely monitored and supervised whilst sleeping to ensure their safety.

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

The provision is satisfactory.

All children are happy and settled in the nursery and they enjoy positive relationships with the staff and each other. Babies particularly enjoy warm and affectionate relationships with staff, who are sensitive to their needs and this contributes to their sense of belonging and encourages them to develop their growing skills. For example, babies' early communication skills are developed through lots of positive interaction with the staff, who respond to their talk.

Children benefit from the good range of activities and resources on offer and are excited by activities that challenge and stimulate them. They readily select books to look at in the comfortable book corners and happily join in to enthusiastic singing sessions, moving to the music. Younger children benefit from an appropriate range of practical activities that follow the Birth to three matters framework, such as messy play, music and movement and a variety of tactile experiences. Younger children enjoy the range of natural materials, which they help themselves to and are beginning to learn about sharing and taking turns. Babies enjoy exploring their environment and the suitable range of toys and equipment ensures their growing skills continue to develop.

Nursery Education.

The quality of teaching and learning is good. Children benefit from staff's good understanding of the Foundation Stage curriculum and how children learn. Thorough planning is in place and provides a good range of activities and experiences across the six areas of learning. Children enjoy lots of positive interaction with staff and children's behaviour is managed very effectively. The environment is organised to support children's learning and staff use good questioning skills to challenge children, giving them opportunities to demonstrate what they know. Children's achievements are linked to the stepping stones, and assessment records show that children are making good progress towards the early learning goals. However, parents do not have sufficient opportunities to contribute to their child's assessment records, sharing what they know about their child's abilities so that staff can use this knowledge when planning the next steps in children's learning.

Children are actively involved in their learning; they choose resources independently to follow their own interests and develop their own play. Children are adept at attending to their personal needs, for example they serve their own meals and pour

their own drinks at lunch time. Children concentrate and persevere in tasks that stimulate them and they demonstrate pride in their achievements. They negotiate for resources and are beginning to understand about sharing and taking turns, which encourages respect for others.

Children confidently communicate with adults and each other, and they have formed good relationships with one another. They enjoy talking about significant events and are given the time and space in which to talk about things that are important to them. Children use their early writing skills to represent their ideas in practical activities, such as role play and use a range of tools and resources to practise this skill. Children demonstrate a good understanding of numbers, counting and calculation and they practise this skill in the daily routine and in their play. They independently experiment with objects to find out how much they weigh, for example children weigh everyday objects and know that two similar items are heavier than one. Children use mathematical terms such as triangle, big and small to identify shape and size.

Children enjoy finding out how things grow, for example they plant seeds and help them to grow by watering and tending them. Children explore their environment, such as visiting the local shop and visitors are welcomed to the nursery to further support children's learning. Children learn about space as they run freely outside and enjoy practising yoga, which helps to develop their coordination skills. Children explore a range of media and materials to create models and collages of their own design. They engage in imaginative play with each other in the well-furnished role play area, re-enacting familiar scenarios.

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

The provision is satisfactory.

Children's individual needs are met as the nursery gathers clear information from parents and this contributes to children's well-being. Children access a range of suitable resources, which promote a positive view of the wider world and helps them to understand about their differences and similarities. There are no children with special educational needs on roll at present, however systems are in place to ensure they will be made welcome and supported appropriately.

Older children behave well and demonstrate a good understanding of the rules for good behaviour with the support of staff. They have warm and affectionate relationships with staff and each other and play together harmoniously. However, younger children's behaviour is not always effectively managed, which means they have less opportunities to learn about acceptable behaviour in a way that is appropriate to their age and stage of development.

Children benefit from the good settling-in procedures to support them in the transition between home and nursery. The nursery collects clear information from parents, which enables them to provide appropriate care and attention. This ensures that children feel secure and they settle readily. Parents receive good information about the setting so they know about activities and events, and they have daily opportunities to discuss their child with staff. Open evenings, newsletters and individual reports ensure parents are informed about changes, events and their

child's progress, which contributes to children's sense of belonging.

The partnership with parents of children who receive nursery education is good. Parents receive good information about the Foundation Stage curriculum in a variety of formats, such as open evenings and they receive regular reports about their child's progress towards the early learning goals. However, parents have fewer opportunities to contribute to their child's assessment record, which means that children do not benefit fully from the sharing of information that contributes to planning the next steps in their learning. The provision fosters children's spiritual, moral, social and cultural development.

## **Organisation**

The organisation is satisfactory.

Children benefit from the system of ensuring staff working with children are vetted and sound recruitment procedures ensure staff have appropriate skills to work with children. All required documentation is in place, which contributes to children's health, safety and well-being. Over half of the staff team hold appropriate early years qualifications and appraisals identify areas for professional development to further improve staff's knowledge and understanding of the needs of the children. However, staff's practice could be further monitored to ensure that they continue to develop their behaviour management skills.

Children are happy and content at the nursery they enjoy warm and caring relationships with the staff, however staff ratios are occasionally not sufficient and this means that the needs of young children are not consistently met.

The quality of leadership and management of the nursery education is good. Managers are committed to improvement and have identified areas for professional development, such as attending training to further improve staff's knowledge of the Foundation Stage curriculum. This enhances children's progress towards the early learning goals and enables staff to help all children achieve well.

All staff work well together as a team and are enthusiastic about ensuring that the learning environment promotes positive outcomes for children. Overall, the setting meets the needs of the children who attend.

## **Improvements since the last inspection**

Not applicable.

## **Complaints since the last inspection**

A number of concerns were raised regarding behaviour management and that staff demonstrated a general lack of positive interaction with the younger children. This raised concerns in relation to Standard 11: Behaviour, Standard 3: Care, Learning and Play and Standard 1: Suitable Person. Ofsted investigated this concern by

carrying out a visit on 25 April 2005.

Ofsted were satisfied that the setting was appropriately following their own internal procedures with regard to staff management. However, at the time of the visit the setting acknowledged that interaction between the staff and children in one of the rooms was an area for improvement. It was also found that the staff registers and the complaints procedure needed some improvement. Three actions were set in regard to the inspector's findings under Standard 3: Care, Learning and Play, Standard 2: Organisation and Standard 12: Working in Partnership with Parents. A satisfactory response to these actions has been received and the provider remains qualified for registration.

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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):

- develop staff's awareness and understanding of effective ways to manage children's behaviour in toddler room, taking into account their age and stage of development
- monitor staff's practice to ensure that they continue to develop their behaviour management skills
- ensure staff ratios are sufficient so that young children's needs are met consistently.

### **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 parents have further opportunities to contribute to their child's assessment records in order to improve staff's knowledge when planning children's next steps.

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procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website:  
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