

Kidsunlimited Nurseries- Bradmore Road

Inspection report for early years provision

Unique Reference Number	134020
Inspection date	13 December 2007
Inspector	Jan Leo
Setting Address	4c Bradmore Road, Oxford, Oxfordshire, OX2 6QW
Telephone number	01865 284630
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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?

Bradmore Road Nursery opened in 1994. It is a workplace nursery for families connected to the university, and is one of 51 settings run by Kidsunlimited. The nursery is a purpose built unit comprising four home bases with a central "play street" area, and an enclosed garden for outdoor play.

There are currently 67 children from three months to five years of age on roll and of these, 16 receive early education funding. Children attend for a variety of sessions. The nursery welcomes children who have special needs and supports 14 who speak English as an additional language.

The nursery opens five days a week all year round, from 08:00 to 18:00.

There are 14 staff who work with the children, and a cook who prepares the meals and snacks. The nursery has 11 staff who hold early years qualifications to level 2 or above, and one member of staff who is 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.

Young children settle very well and receive a high level of attention to help them feel secure. Babies sleep according to their needs and staff make sure they each have their own bedding to avoid cross infection. The setting has a key worker system in operation to help children build strong bonds with adults, and this works well throughout the nursery. Staff generally follow good practice regarding hygiene by, for example, wearing gloves and aprons when changing nappies, and cleaning young children before and after eating to remove dirt and germs. Older children wash their hands independently, with some requiring a reminder and a little persuasion. Staff check the effectiveness of hand washing at times, but not routinely before the monitor helps lay the tables for lunch, compromising hygiene at mealtimes. The children benefit from regular outdoor play, providing opportunities to pedal, run, or jump about in sacks to develop their physical skills in the fresh air. All indoor areas of the setting are clean because staff have clear, formal procedures for preparing the environment ready for use. They fail to complete the cleaning record, at times, to confirm that it takes place and prove how thorough the cleaning routine is. Approximately seventy percent of the staff have a first aid certificate and each room has medical supplies in order to treat injuries promptly. The staff keep accident and medication records, as required, and provide useful advice to parents when handing over injured children. However, staff who deal with accidents do not always receive full information about the circumstances of the event in order to decide on the best course of action. The setting employs a cook who caters very effectively for a range of special diets. The children eat varied and balanced meals and receive encouragement from staff to try new flavours. Children have ample liquid to keep them hydrated, and older children have free access to water to promote their independence.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are safe because the staff operate a secure entry system, requiring a swipe card to move around the indoor areas. Staff keep a record of visitors and accurate registers to provide a clear record of who is on site at all times. All areas are light, bright and without clutter, to help children move around safely as they play. Staff maintain the resources in good condition to avoid accidents and they complete risk assessments every month in order to identify and address hazards and keep the setting safe. Children and staff learn the evacuation process and practises occur on different days to give all the opportunity to reinforce what they know. Most staff supervise children very effectively, although some do not sustain this consistently throughout the day. As a result, games become a little risky with children swinging equipment around and putting their legs through handles of sacks to shuffle about the garden trailing the sacks behind. All staff learn about the child protection procedure and their responsibility to safeguard children from harm, because the management provide in house training to keep staff up to date. Useful reference material is on file in the office to remind staff of the procedure to follow if they have concerns about a child.

Helping children achieve well and enjoy what they do

The provision is good.

All children enjoy attending and make friends easily. They form close attachments to their key workers, who plan a wide range of activities to suit the individual children and keep them well

stimulated throughout the nursery. Staff working with the younger children provide a high level of attention, sitting on the floor to play and using sign language to break down communication barriers. All staff show a high degree of enthusiasm for their work, with babies benefiting from quiet interaction to reinforce their understanding. Older children spend their time in a much noisier environment with staff commenting loudly on what children do to celebrate their achievements with others. As a result, the noise level rises making it difficult for children to enjoy some of the group activities. All children choose what to do and learn to develop games with friends from an early age. This helps them gain confidence, become sociable and very vocal.

Nursery Education.

The quality of teaching and learning is satisfactory. There are inconsistencies in the quality of teaching, resulting in children enjoying their day without being fully extended. The staff promote learning through play and try, with some success, to develop children's interests. However, the lack of effective planning results in staff being ill prepared for some adult led activities and learning being somewhat fragmented. For example, when children want a sack race, they get a selection of brightly coloured and numbered sacks to climb into. A child asks for number six but is not encouraged to find it herself to develop number recognition, and the member of staff chooses a 'red' one with no reference to the number on her sack. The children enjoy developing their own games and keep themselves well occupied. They share ideas freely and learn from each other. The staff provide resources to help develop all areas of learning but they lack the skills to make full use of the equipment and inspire the children to ensure all reach their potential. Staff base the planning on a traffic light system to offer three levels of challenge, aiming to vary the challenges using knowledge of their key children to create individual development plans. This only works in part because the current planning and monitoring system does not make it easy to identify gaps in children's knowledge, in order to plan their next steps. Despite this, the children show interest in mark making and some can write recognisable letters, enthusiastically trying to add their own name to the waiting list for outdoor equipment. The children show interest in books and freely talk about favourite stories. They play very well together, sharing ideas, taking turns to speak and talking through what they do with friends. They have opportunities to experience different aspects of life by joining in gardening activities, yoga, and cooking. Some of the activities take place in the central thoroughfare, resulting in numerous interruptions to disrupt children's concentration and deterioration in behaviour. The children show a firm understanding of what staff expect by saying, for example, 'if I ask if I can sit next to you, we have to behave'. The children confidently negotiate with staff and repeat the request when it initially goes unnoticed, sticking up for themselves as they make their feelings known. The staff value children's opinions to develop a sense of community. The children and staff sit together to eat, talking sociably about the food and how it helps maintain good health, special events such as a sleep over with their friend, and what potatoes in skins are called. These frequent conversations extends their knowledge of the wider world and reinforces their understanding of time and place. The children move freely from one activity to another, selecting appropriate equipment to support their play. They enjoy dressing up and use their imaginations well to draw friends into their games. The children have access to a wide range of media to display their individualism and value the freedom they have to initiate their own play and develop their ideas.

Helping children make a positive contribution

The provision is good.

All children settle easily because staff treat them with respect and allow them to be themselves. The children generally receive a high level of attention to help them join in and they play very well with, and alongside, their peers. The staff and children form a multicultural group where diversity is celebrated and individual ideas encouraged. Staff listen to the children and support them with equal concern and, as a result, all behave very well for the majority of the time with minor squabbles resolved swiftly to renew harmony. Behaviour deteriorates occasionally when staff are not well prepared and when activities are interrupted. The children learn to share and take turns, making good use of timers and waiting lists to ensure fairness. The children know what staff expect and freely remind their friends of rules as they play. The children show affection towards their friends by giving cuddles and asking to sit together at lunchtime. All children fit in because staff encourage group activities, making sure children can play freely wherever they like. The staff work with outside agencies and attend relevant training to develop their skills in planning and supporting children with special needs. They accept all who wish to attend and promote inclusion to avoid any child feeling left out. The partnership with parents and carers is good. Staff display very clear information about how the setting runs and they operate a key worker system to make verbal communication easy. They send out newsletters every month to keep families up to date and offer parents evenings to pass on more detailed information about the children's progress. Parents and carers value the setting highly, and appreciate the open door policy and easy access to children's records to help them feel more involved in their children's learning. Spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is satisfactory.

The setting meets the needs of the range of children for whom it provides. All children settle well and enjoy a variety of activities to make the day interesting. Children follow effective health and safety policies to preserve their wellbeing but, at times, the staff overlook some of the formal procedures designed to ensure consistency in cleanliness. The setting has a secure entry system and the staff supervise children closely to help them learn to keep themselves safe as they play. All children learn to share and take turns to create a sociable community, and behaviour is good for the majority of the time, deteriorating only when adults interrupt the activities or children have insufficient challenges. The leadership and management of the provision are satisfactory. The staff manage the day effectively and plan activities to suit the children's interests. They provide resources to help children develop their own games, and extend activities with some degree of success. Whilst this helps children continue to make progress, the staff do not seize all learning opportunities to develop and link the different areas of learning as a matter of routine. The staff work fairly well as a team to manage the day, and they thoroughly enjoy their work. Some however, lack experience of delivering an education programme and, consequently, the quality of development and achievement is inconsistent. The management recognise there are difficulties within the pre-school and are working to reorganise and improve the staffing, layout and routine to address these issues and raise standards. The staff have regular supervision and appraisals to review their work and identify training needs, and they benefit from in-house training to keep them abreast of current thinking.

Improvements since the last inspection

Following the last inspection, there was one recommendation set for care and one for nursery education. The provider was asked to review accident-reporting procedures to comply with

regulations; and to develop record keeping regarding children's progress in all areas of learning, in order to identify their next steps. The staff now include the required detail in accident records to share with parents and carers when they collect their children. These records, along with verbal feedback, keeps adults fully informed of any health issues.

The staff are currently trialling a new system of recording children's progress but, whilst it shows what children can do, it does not highlight gaps in development to aid planning. Furthermore, it relies heavily on the staff having a thorough knowledge of the stepping-stones and the foundation stage, which they currently do not.

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.

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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):

- ensure first aiders know the full circumstances of any accidents in order to decide on the best course of action for injured children
- make sure all procedures are routinely followed to maintain good hygiene
- review the location of pre-school activities to minimise disruption by adults walking through the area and talking loudly (also applies to nursery education)

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):

- improve planning to ensure staff are well prepared and can provide children with sufficient challenges
- improve record keeping to provide an effective system for identifying gaps in children's learning, an accurate record of their rate of progress, and useful information to help plan their next steps.

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