

Kids Unlimited Nurseries Campus Kids

Inspection report for early years provision

Unique Reference Number	EY331522
Inspection date	28 February 2008
Inspector	Catherine Greenwood
Setting Address	Campus Kids Day Nursery, University of Surrey, Egerton Road, Guildford, Surrey, GU2 7XU
Telephone number	01483535260
E-mail	guildford@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 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?

Kids Unlimited Nurseries Campus Kids is one of 49 nurseries run by Kids Unlimited Nurseries. It is a work place nursery for The University of Surrey. It was registered in 2006, and is situated on the university campus on the outskirts of Guildford. All children share access to a secure enclosed outdoor play area. A maximum of 60 children may attend the nursery at any one time, and there are currently 83 children aged six months to under five years on roll. Of these, 21 receive funding for early education. The nursery is open each weekday from 08:00 to 18:30 all year round, excluding bank holidays.

The nursery currently supports a number of children who speak English as an additional language.

The nursery employs 18 members of staff, a cook and a cleaner. Over half of these, including the manager, hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children benefit from a healthy diet. The rotating menu is nutritionally well balanced, and staff have a good knowledge of children's individual dietary needs. However, details are not recorded in a streamlined way, and at times prove difficult for the cook to implement. Older children take it in turns to help prepare snacks, and develop good self help skills as they help themselves to fruit and a drink of water or milk. However, not all the rooms have a system in place to monitor which children have accessed the snack.

The majority of the staff team hold first aid certificates, and all staff have a secure understanding of accident and medication procedures and record keeping systems. Children learn about the importance of good personal hygiene through well-planned daily routines. For example, they wash their hands at low level sinks, and brush their teeth after lunch. Visits from the dentist and fun activities help children learn how to brush properly. Good nappy changing procedures help prevent the risk of cross infection, although babies' hands are not always washed before snack times.

Children benefit from using an extremely well presented outdoor play area, where there is plenty of space for them to move around freely. For example, they crawl through tunnels and show great excitement as they run underneath the parachutes. Planning shows that older children take part in obstacle courses, however, there are currently no resources available for them to learn to climb and slide. Children show good hand and eye co-ordination as they fill and empty containers in a large sand pit, and older children develop skills with learning to use scissors.

Children learn to steer and manoeuvre the bikes, for example, as they choose to go in and out of the large hut made from sticks. Staff adapt resources so they are suitable for each age group. For example, younger children explore the sand in a tray on the ground, and all children make good use of the collage and mark making activities which are set up in the outside play area. Low level furniture in the baby room allows children to pull themselves up, however, there are no resources to assist them with learning to walk, or to use for indoor and outdoor physical play. This limits the development of babies' gross motor skills.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children's risk of accidental injury is minimised in the well-designed setting which has very good safety and security precautions, such as an entry system on the front door. Any visitors are let in individually by a member of staff within the large glass reception area. Regular visits from the university security department to check contact numbers, mean the nursery can be informed about any emergencies within the grounds, and therefore take action to keep children safe.

The premises are very well maintained. However, the sleep area for babies is within the main play area and is not screened. Therefore, on some occasions babies get disturbed and only sleep for short periods. Children use a range of safe, good quality, developmentally appropriate resources. Comprehensive risk assessments, good supervision of the children, and well organised rooms reduce safety hazards. Staff help keep children safe in the nursery and on outings because

they understand and comply with health and safety requirements. Children learn about their own safety as they use small traffic cones and road signs in the outside play area.

Children's welfare is fully safeguarded because staff have a secure knowledge and understanding of the procedures to follow if they are concerned about a child. Current child protection guidance is available, and there is a system in place for recording existing injuries and concerns.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Babies and younger children receive lots of cuddles and have a strong bond with their keyworker, which increases their sense of well-being. They play happily with each other and enjoy the different texture of the play materials such as the small balls, which they handle and explore independently. However, the treasure basket is not made accessible to the children at all times, and there are no response toys. Babies up to the age of 18 months develop early communication skills as they attract the attention of staff, who respond to their sounds during play. They enjoy sitting on the cushions together, looking at books and handling and throwing the different textured balls. Staff say children like playing hide and seek games with large pieces of material.

Staff have a secure understanding of the Birth to three matters framework which they use to plan activities and keep observations and records of children's progress. Babies and toddlers develop their senses as they take part in music, singing and painting activities, and handle ice cubes, cooked spaghetti and cornflour. Staff add fresh rosemary to the sand, and use essences and glitter in the water and playdough. However, there are insufficient opportunities to access these resources and activities on a regular basis throughout the day, and the environment is not used creatively to capture children's interest.

Photographs show children have a good range of experiences. For example, older children visit places such as Bird World, and cook fruit kebabs, make their own sandwiches and decorate scones. All children take part in events such as a 'Nursery Rhyme Fancy Dress Day', 'Children in Need Appeal', and 'sponsored pedal push' to raise money for childline. Staff provide weekly French and music sessions. However, younger children are not taken on any outings, which means they do not have the opportunity to explore the local environment and have a change of scene.

Nursery Education

The quality of teaching and learning is satisfactory. Children make some progress because staff use planned activities to introduce learning. However, their knowledge of the Foundation Stage curriculum has not been developed through training opportunities, and they do not consistently use questioning and conversation in all areas of play to introduce learning objectives. Therefore, children do not always have the opportunity to reach their full potential. Staff know how children are making progress and use observations, photographs of children's play and the stepping stones to identify children's achievements. However, these are not always kept up to date and do not include the next step for learning. In addition, there are no clear links between children's assessment records and planning.

Children select resources with enthusiasm and are very self motivated within their play. They concentrate well, keep themselves 'busy', and persist at completing activities independently, for example, when using the playdough and making constructions. Children are very co-operative and well behaved. They play together well, make friends, and often link up with others in small

groups. Children in the pre-school groups enjoy circle times where they are given the opportunity to take part in discussions, for example, about their weekend, the activities for the day, and the colour and number of the week. However, some older children become easily distracted during storytimes and singing sessions which means they do not learn to concentrate and participate as part of large group, and are often reluctant to take part.

Children are beginning to recognise familiar words through using the 'Oxford reading tree scheme', which staff use once a week in small groups. Words in English are displayed around the pre-school room. However, there are currently no visual images or books that reflect some children's first language. Children make marks using resources such as chalk and crayons, and some older and more able children can write their name with letters correctly formed. However, there are insufficient opportunities for children to use writing for different purposes within their play.

Children can count reliably and are beginning to recognise numbers. Although staff plan objectives for this area of learning, children do not solve simple number problems in a wide variety of everyday activities, and this area of learning is not extended for older and more able children.

Children make good use of the accessible computer and show confidence with operating simple programmes. They independently make their own constructions, for example, when using the mobilo and making models from junk. Children learn about the features of living things as they plant and water seeds, flowers, vegetables and herbs. Photographs show children picking and cooking what they have grown, such as peppers and aubergines. Resources such as hanging baskets, window boxes, a wheelbarrow and small gardening tools make these activities an exciting and interesting experience for the children. In addition, children sometimes visit a field adjacent to the nursery, where they collect conkers and leaves, and explore the environment.

Some children play imaginatively for long periods, for example, as they use the pretend 'rain forest jungle', the play people and the farm animals. They take an active part in music and movement sessions, and planning shows they have access to musical instruments. Children enjoy using media such as playdough and show good manipulative skills as they use the tools independently. They paint and draw imaginatively, for example, as they use the easel, and make Mother's Day cards. However, children do not often choose to use the water because it is not presented in a way that attracts their interest.

Helping children make a positive contribution

The provision is good.

Children are very well behaved because staff set clear expectations about taking turns and sharing concern for others. This is evident as children quickly hug each other when asked to apologise after minor incidents. Staff have a caring approach towards the children and are responsive to their individual needs. Consequently, children are happy and settled. Spiritual, moral, social and cultural development is fostered.

Partnership with parents is satisfactory. On admission, detailed care plans are completed for children which gives details of their individual needs. This helps them to settle and means they are provided with continuity of care. Children benefit from the two way sharing of information between their parents and staff, on a daily basis and at six monthly progress meetings. Parents receive comprehensive reports about their children's development, as well as details about topics and activities. Parental involvement is encouraged, and photographs show evidence of

them attending 'Shake rattle and roll' events where they join in with music and finger rhymes sessions with their children and staff. This means children benefit from seeing their parents involved in nursery life. Parents are provided with visual information about the Foundation Stage curriculum and are consulted for activity ideas related to topics. However, they do not currently receive any newsletters with general information about their children and the nursery. Parent questionnaires include positive comments.

There are currently no children attending who have learning difficulties and/or disabilities. Children from different ethnic backgrounds are warmly welcomed in the nursery, and all children take part in activities which raise their awareness of diversity. For example, they learn about Diwali, and make diva pots using clay, glitter and tealights, and have their hands painted to create Mehndi designs. Photographs show details of activities to celebrate Chinese New Year, for example, older children learn to count to five in Chinese, look at the map of China and the Chinese flag, make fans, practise saying 'good morning' and 'goodbye' in Chinese, and try Dim Sum at breakfast club. There are some resources which reflect positive images of differences, although a wide variety are not made accessible to the children at all times.

Organisation

The organisation is satisfactory.

Children are at ease in the well organised environment, and are confident to initiate and extend their own play and learning. Good teamwork and staff commitment mean that children enjoy being at the nursery. However, the way that staff have organised the structure and routine of the day means that some younger children can only access activities for limited times.

Consequently, this limits the choices that children can make independently. Staff make good use of an additional smaller room near the entrance area for small group activities. This means that some children receiving early education can learn and concentrate without disruption from the younger children.

Leadership and management are satisfactory. The nursery staff and the organisation attend regular team meetings, and complete detailed self assessments which identify areas for improvement. This means they are committed to improving the care and education of the children. Staff are fully supported and encouraged to attend a wide variety of training through the local authority. However, they have been unsuccessful with securing places in relation to the Foundation Stage curriculum. In addition, insufficient direction and systematic monitoring of teaching means gaps in children's learning continue unnoticed.

Over half the staff team have an appropriate early years qualification, although recent staff changes mean that there is not always a member of staff with a suitable qualification and experience working in the baby room. The manager works hard to ensure there are sufficient staff on each shift to ensure ratios are met. However, there are occasional times when the number of children in some of the rooms exceeds the ratios, particularly at the beginning of the day.

Documentation is very well organised and comprehensive policies and procedures are used effectively in practice to promote the welfare, care and learning of children. These are shared with parents to keep them well informed about the nursery. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection, the provider agreed to ensure the attendance register includes the children's arrival and departure times, increase opportunities for children to see and learn about number, and review the organisation and layout of the pre-school.

The register now includes accurate details of the hours of children's attendance, and the pre-school room has been re-organised so that resources are easily accessible. Consequently, record keeping systems and children's independence within their play have been improved. Although staff have displayed numbers within the main play area, they have not improved the opportunities for children to learn about number within a wide range of everyday activities, and all areas of play. This means that children do not reach their full potential in this area of learning.

Complaints since the last inspection

Since the last inspection, Ofsted received one complaint relating to National Standard 1 – Suitable person; National Standard 3 - Care, learning and play; National Standard 8 – Food, National Standard 13 – Child protection and National Standard 12 – Working in partnership with parents and carers. Concerns were raised regarding the suitability of the manager, the care provided to children, food provided for children and working relationships with parent. Investigation visits took place, and as a result of the visits five actions were set under National Standard 2 - Organisation and one action under National Standard 13. The provider responded in writing to show how the actions have been met and remained 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 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 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 range of resources and opportunities for babies to develop their gross motor skills and resources for older children to climb and slide
- improve the presentation of the babies and toddler rooms to make them more inviting and ensure play equipment is regularly changed to provide sufficient variety
- provide a wider range of visual images and resources that reflect positive images of race, culture, gender, religion and disability and make them easily accessible to the children at all times

- ensure staff / child ratios are maintained at all times and that staff in the baby room are suitably qualified and experienced

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 staff's knowledge and understanding of the Foundation Stage curriculum
- ensure staff have a secure knowledge of the learning objectives for children and consistently implement them within all areas of play
- ensure observations of children's progress are kept up to date and used to identify the next step for their individual learning and linked to future planning
- increase the observation and assessment of teaching practice

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