

Kidsunlimited Nurseries - Long Road

Inspection report for early years provision

Unique Reference Number	EY309174
Inspection date	09 June 2008
Inspector	Emma Bright / Heidi Falconer
Setting Address	Robinson Way, Cambridge, Cambridgeshire, CB2 0SR
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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 good.

WHAT SORT OF SETTING IS IT?

Kidsunlimited Nurseries - Long Road is one of a national chain of nurseries run by Kidsunlimited Nurseries. It opened in June 2005 and operates from a purpose-built building. It is situated on the grounds of Addenbrookes Hospital in Cambridge. All children share access to an enclosed outdoor play area.

The day nursery is registered to care for a maximum of 152 children at any one time. The nursery is open all year round from 07:00 to 18:00. Children attend for a variety of sessions.

There are currently 196 children aged from five months to under five years on roll. Of these, 52 receive funding for nursery education. Children come from a wide catchment area and their parents are often employed on the hospital site. The nursery currently supports a number of children with learning difficulties and/or disabilities and children who speak English as an additional language.

The nursery employs 48 members of staff, of whom 24 staff, including the manager, hold appropriate early years qualifications and 10 staff are currently working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Older children move around the indoor and outdoors with confidence and good spatial awareness. For example, they show good control manoeuvring scooters and bikes, taking care so that they do not bump into each other and use climbing apparatus confidently. Planned activities such as obstacle courses help to develop their balancing skills. However, some of the resources provided for outdoor play, do not provide physical challenges for the older and more able children. Daily use of resources and tools such as construction toys, puzzles and scissors improve children's small muscle movements and hand-eye coordination. Outdoors younger children excitedly 'toddle' after balls and enjoy playing in the sandpit, indoors they enjoy baby massage and relaxation, dancing and jumping to music. This helps them to feel relaxed and develop a sense of overall well-being. Children and babies sleep and rest when they need to so they are happy and content.

All children are well nourished, they benefit from the well planned menus which provide balance and variety which ensure that children's nutritional needs are well met. Children readily tuck in to their lunch and they explain that 'pasta is good for you as it gives you energy'. An effective system is in place to ensure that babies' dietary needs are met, staff share information with the cook about which babies are being weaned onto solids. Babies are cuddled as they are fed which helps them feel contented and secure. All children help themselves to fresh drinking water when they need it so that they are well hydrated.

Children are well cared for if they become unwell or have an accident because clear information is gathered from parents and records are in place to make sure that appropriate care is given. Accurate details of children's medical needs are recorded and sufficient staff are qualified in paediatric first aid so that they can act swiftly in an emergency. Older children recognise the importance of keeping healthy, a dentist recently visited the setting to help the children learn the importance of looking after their teeth. Additionally, children know that they wear their hats and apply sun cream during warm weather so that 'your hair doesn't get hot and you don't burn'. Staff have appropriate systems in place to promote good hygiene practice. However, some baby toys are not cleaned often enough and older children do not have access to suitable hand washing facilities at tea time which potentially affects their health.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children's safety is promoted because detailed safety policies and procedures are implemented by staff. For example, documents are in place to record any existing injuries or concerns and this ensures children remain safe. Children are well protected and kept safe from harm as all staff have a clear understanding of their role in child protection. All staff receive child protection training during their induction at the nursery and regularly update their knowledge so that they are able to act in children's best interests. The designated person ensures that any concerns are dealt with effectively, so that children's welfare is fully safeguarded.

Children's safety is enhanced by very good security procedures to restrict access to the setting and prevent them from leaving the premises unaccompanied. High handles prevent children from accessing areas, such as store rooms and the kitchen, without adult supervision. Staff are vigilant in their supervision of children to ensure their safety. For example, older children know

how to come carefully down the stairs because staff remind them to hold onto the low level handrail. Children's safety in case of fire is given high priority, they regularly practise the emergency escape plan which means they all know what to do in the event of an emergency evacuation and are familiar with the routine. Children move freely indoors, safely accessing equipment and activities. Resources have been carefully selected to support children's play, they are checked regularly to ensure that they remain safe and in good condition. However, the rooms used by children on the first floor become very warm and are not maintained at a comfortable temperature in hot weather.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

All children enjoy their time at the nursery and they separate happily from their parents and carers, settling readily on arrival. They are confident and play happily together, enjoying warm and affectionate relationships with the staff who are sensitive to their needs. This contributes to the children's sense of belonging and helps to develop their confidence and self-esteem. Young children enjoy exploring playdough, they roll, pat and pinch the malleable material and use cutters to make shapes, examining the patterns they make. Babies enjoy warm and affectionate relationships with staff who are sensitive to their needs and this encourages them to develop their growing skills. For example, babies' early communication skills are developed through lots of interaction with the staff, who respond positively to their talk. However, daily activities and routines do not ensure that babies and young children benefit from a rich learning environment which means they are not always consistently challenged to enhance their independent learning.

Nursery Education.

The quality of teaching and children's learning is good. All of the staff working with the children have a good knowledge and understanding of the Foundation Stage curriculum and know how the activities they provide contribute to children's progress. They plan group times well to ensure that activities provide sufficient challenge and help the children to develop new knowledge and skills. Children's assessment records are evolving and parents have opportunities to share what they know about their child's progress. However, these assessment records are not always being used to inform future planning. This limits staff's ability to build on what children already know and can do.

Children notice changes in the natural environment. For example, outside they talk with understanding about 'shadows' and why it 'goes dark' when 'the sun covers the clouds'. They are learning to care for the nursery's fish 'Kevin and Daisy', saying that 'you have to feed them because they only have little brains and we must not shout or else they may die'.

Children use their imagination in a wide range of situations. Inside they dress up as 'doctor's and 'nurses' as they play in the hospital role-play area, and outside they pretend to sell 'ice creams' from a wooden house. They explore their creativity in art and craft, cutting and sticking or painting activities. For example, on the day of the inspection the children, with the help of staff, made folded pirate hats to extend their role play.

Children communicate effectively and use a wide range of vocabulary to express their ideas and talk about their lives and their families. They recall family holidays talking about 'trips to China to see Chinese people, who speak Chinese'. Children are interested in books and generally listen well to stories, although they can sometimes be disrupted by the younger children in the

group. Children have access to suitable resources to enable them to write for a purpose. However, adults do not always encourage children to write their names on artwork and they miss opportunities for children to read and recognise their names. This limits children's learning.

Children show interest in sustained shape activities. They can name shapes and talk about why some shapes are different and some are the same. For example, when asked by a member of staff 'what's special about a triangle?' children reply 'it's got three sides'. Older children also know the difference between the number of sides and the number of corners on a shape.

Helping children make a positive contribution

The provision is satisfactory.

Children benefit from good settling in procedures that are based around their individual needs which helps to support children in the transition between home and the setting. Parents receive information about the setting so they know about activities and events, and have daily opportunities to discuss their child with staff. All required documentation is in place to share information with parents and carers so that they know about the setting's policies and procedures. There are appropriate systems in place to support children with learning difficulties and/or disabilities. Staff work with parents, carers and other agencies to support the children's needs, which ensure that they are included within the setting.

The partnership with parents and carers is good. Staff share written reports about their child's progress and attainment with parents and carers regularly. Parents are invited to attend parent's evenings and presentations on subjects such as 'helping children to learn through play' and preparing for school. Daily information about topics and activities are clearly displayed on a notice board for parents to see each day. Parents with specific skills are welcomed to share these with staff and children. For example, one parent who is a dentist came into the nursery to talk to children about her job, as part of a recent topic.

Children are becoming aware of diversity within a wider society through planned activities and as they celebrate their own and other cultural beliefs. For example, they take part in activities which help to develop their awareness of festivals from around the world such as Chinese New Year and Diwali. This positive approach fosters children's spiritual, moral, social and cultural development. Older children behave well, they learn to share and take turns, to negotiate and work harmoniously together. For example, children enjoy washing up after snack time and work together well so that the plates are washed up and dried. 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.

Organisation

The organisation is satisfactory.

Children benefit from a welcoming and attractive environment which provides plenty of space for them to move around safely and independently. They are happy and content because staff develop caring relationships with them. Effective recruitment procedures ensure that the staff have enough experience and the necessary qualifications to carry out their role. All staff are rigorously vetted to ensure that they are suitable to work with children. The induction procedure and detailed operational plan, with up-to-date information for staff, makes sure that all members of the team are secure in their knowledge of their roles and responsibilities.

All policies, records and procedures are in place and stored securely with the appropriate regard for confidentiality. Good settling-in procedures ensure that parents feel secure in the care their child receives and this means children settle readily and become confident members of the nursery. The new manager has worked hard since the last inspection to ensure that the quality of the provision improved.

Leadership and management is good. The management team has a clear vision for the nursery education, they set clear directions for continual development of the provision and the educational programme. For example, detailed actions plans are in place to show how identified weaker areas of the provision will be improved. This will enable children to continue to make good progress through the stepping stones towards the early learning goals. Overall children's needs are met.

Improvements since the last inspection

At the last inspection, the provider agreed to ensure drinking water is available; ensure that the designated person for child protection attends training; improve the knowledge and understanding of staff so that young children benefit from stimulating activities; develop the range of accessible resources and provide additional resources that reflect diversity in culture and ability.

All children have regular access to fresh drinking water to keep them well-hydrated and the designated person for child protection has undertaken training and is clear about the role so that children's welfare is safeguarded. The nursery has developed the range of resources and this means children have further opportunities to learn about diversity and the wider world through their play. The range of accessible resources is in place and staffs' knowledge of stimulating activities for young children is improving. Although this is not yet effective, it is an evolving practice.

At the last nursery education inspection, the setting was asked to develop staff knowledge and understanding of how children learn in the Foundation Stage; develop the routines and the range of accessible resources to enable children to make decisions and follow their own interests and to improve the systems for monitoring the quality of the early years education and ensure staff have the necessary skills and resources to carry out their responsibilities.

All staff working with children entitled to nursery education now have the support of two qualified early years teachers and they have attended training to increase their knowledge and understanding of the stepping stones and early learning goals, and how young children learn. These measures have had a significant impact on the quality of the nursery education which is now much improved. Children are now able to follow their interests and make decisions about how they spend their time at the group as resources are much more accessible to them. In addition, children are involved in planning some of the activities each day. Systems to monitor the quality of the nursery education and its impact are in place and proving effective in raising the standards of the nursery education provided.

Complaints since the last inspection

Since the last inspection there has been one complaint made to Ofsted that required the provider to take action to meet the National Standards.

Ofsted received a complaint which raised concerns relating to National Standards 2: Organisation, 6: Safety, 7: Health, 8: Food and drink, and 12: Working in partnership with parents and carers.

Ofsted conducted an unannounced visit to the provision on 20/02/2008 to consider these concerns. As a result of the visit, actions were raised requiring the provider to take action. A satisfactory response to the actions was received and 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.

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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):

- improve children's health by ensuring baby toys are cleaned regularly and older children have access to appropriate hand washing facilities at meal times
- ensure that the first floor of the premises is maintained at an appropriate temperature
- develop everyday activities and routines so that babies and young children benefit from a rich learning environment to enhance their independent learning
- develop staff's awareness and understanding of effective ways to manage children's behaviour in the toddler rooms, taking into account their age and stage of development.

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):

- develop the use of assessments to inform planning so that activities continue to build on what children know and can already do
- improve everyday opportunities for children to extend their skills in communication, language and literacy with regard to writing for a purpose and beginning to recognise familiar words
- improve the range of outdoor resources so that all children are provided with appropriate challenge and make more effective use of the outdoor space so that children can learn across all the areas by working on a larger, more creative scale than is possible indoors to help them develop and reinforce their learning (this also applies to care).

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