

Kidsunlimited Nurseries, Harwell

Inspection report for early years provision

Unique reference number

EY313220

Inspection date

23/09/2008

Inspector

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Setting address

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Type of setting

Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Kidsunlimited Nursery at Harwell opened in 2005. It operates from six rooms in purpose built premises, on the site of Harwell Business Park. The nursery is registered on the Early Years Register and both the Compulsory and Voluntary parts of the Childcare Register, and they serve families from all areas of Oxfordshire and surrounding counties. There is a secure and fully enclosed outdoor play area.

The nursery opens five days a week all year round. Sessions are from 07:30 until 18:00. Children attend for a variety of sessions. A maximum of 92 children may attend the nursery at any one time. There are currently 78 children aged from three months to five years on roll. Of these, 28 children receive funding for nursery education. The nursery supports children with special needs and who speak English as an additional language.

The nursery employs 22 staff with three additional auxiliary staff. Of these 14 staff, including the manager hold an appropriate early years qualification; with seven staff currently working towards a recognised early years qualification.

Overall effectiveness of the early years provision

Children play happily in a caring environment where most staff are experienced and work well together to support the children. The staff are enthusiastic and dedicated in providing a welcoming environment, which in turn allows the children to feel secure and confident in their surroundings. The children experience a wide range of developmentally challenging activities within the setting; however this is not consistent within the outside area.

Children have their interests and ideas met well by staff who clearly know the children and their starting points, although further reflection for planning and room set up is needed to ensure they continue to meet the needs of all children. The setting is dedicated to maintaining the protection and safeguarding of the children in their care, and further update the staff's knowledge to ensure that their knowledge is up to date. Good strong links with parents and others connected with the children are promoted by the staff, which ensures that children's primary needs are met to maintain continuity of care.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- further develop key person approach to ensure this fully meets the needs of all children.
- ensure planning and activities are evaluated and reflected on to ensure they continue to meet the needs of all children
- ensure outdoor learning and play contains a balance of planned and purposeful activities as well as free play

The leadership and management of the early years provision

The management and senior staff take a committed and enthusiastic approach to their role. They welcome all children into the setting equally and work together to support and promote their learning. The setting reflects on their practice accordingly which enables them to focus and reflect on the areas for improvement. All staff work to high level to ensure that they provide a setting where all children are safe and happy, which in turn provides a tranquil environment for children with a variety of abilities to play and learn within. They know the children and their families well, which in turn promotes the professional working relationship. Effective procedures are in place to ensure the setting employs staff that are suitable to work with the children, this includes robust interview and induction procedures, which ensure staff are suitable and skilled in their role. The company provides in house and outside agency training, which in turn enables the staff to progress and promote their knowledge and development.

All records, policies and procedures are appropriate, clear, and updated regularly to make sure they match current practice. The staff readily have these accessible to ensure their practise is in line. Most staff have a good understanding of how to safeguard children from harm; they know when the children need support and understand child protection procedures well. The manager has fully implemented the recommendations from the last report successfully, which have in turn improved the care of the children.

The quality and standards of the early years provision

Children clearly enjoy being at the setting. They have fun during their time and are confident and relaxed within the safety of their environment. They enjoy self selecting from a wide range of accessible and extensive toys, which are safe and suitable for the developmental stages of all the children. The children are confident and keen to be involved in the activities available, some which are prepared in advance of their arrival to make them feel welcomed. Activities which are planned take account of what individual children already know, the staff are skilled to promote children's development and are proactive at observing what children can and can not do. They tailor activities to provide appropriate challenges and offer support to all children to achieve success and gain self confidence.

The staff are careful not to direct children, they allow them choice within activities and time to complete them to their own levels of contentment. For example, at story time a child asks to read a story to the group, which the staff member promotes. The child reads his own version of the book which is supported by the staff member using the teacher prompts to assist her questioning, she is skilful to ensure that all children feel included, whilst developing their emerging literacy skills. Children have good accessibility to resources, they use them to develop their ideas, which is well supported by staff, for example when working with the children completing puzzles, staff members check with the children if these are still suitable, or if they require another. Although the staff support children's learning well, and

have a sound understanding of how children develop, there is little evidence of evaluation or reflection of activities, which would aid them to ensure they are continuing to meet the needs of all children.

Key workers are in place and are being formalised, for example one child said to a staff member not based in the room, 'I want a story'. The staff member asked the child to find a book and together they sat and read it. The staff member communicates further with the child asking him how he was enjoying the new room. Then together they reminisced on what they used to do, which in turn assists the child's learning development. Children's behaviour is good, they understand what is expected of them such as sharing and helping each other, for example when working together to make a birthday cake and playing on the computer. Children spend a suitable amount of time outdoors daily, however the balance of planned and purposeful activities is not always met. The staff use the local environment well which in turn promotes a healthy lifestyle. The children enjoy going out exploring the undergrowth and blackberry picking, which were taken back to the setting to make crumble at the children's request. Children's individual routine care needs such as rest, sleep and feed times are acknowledged and met in conjunction with working in partnership with parents. Meal times are relaxed and sociable occasions where children are given time to explore and enjoy their food at a leisurely pace.

Annex A: record of inspection judgements

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	Good
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Good

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	Good
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Good
How well does the setting work in partnership with parents and others?	Good
How well are children safeguarded?	Good

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Good
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	Good
How well are children helped to stay safe?	Good
How well are children helped to be healthy?	Good
How well are children helped to enjoy and achieve?	Good
How well are children helped to make a positive contribution?	Good
How well are children helped develop skills that will contribute to their future economic well-being?	Good

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

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 requirements.

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.