

Kidsunlimited Nurseries - ELY

Inspection report for early years provision

Unique reference number EY282652
Inspection date 08/10/2008
Inspector Emma Bright / Heidi Falconer

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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 Nurseries - Ely is one of 53 nurseries run by Kidsunlimited. It opened in 2004 and operates from a purpose built, two storey building. There is no lift access to the first floor. 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 five 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 147 children aged from three months to under five years on roll who are within the Early Years Foundation Stage (EYFS). Of these, 41 children receive funding for early years education. The nursery is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. Children come from the local area and further afield. The nursery supports children who speak English as an additional language.

The nursery employs 31 members of staff. Of these, 15 staff including the manager hold appropriate early years qualifications and 10 members of staff are currently working towards a qualification.

Overall effectiveness of the early years provision

The individual needs of children in the nursery are satisfactorily met. Children enjoy their time and overall make sound progress in their learning and development. However, inclusive practice is not fully understood by staff to ensure that children learning English as an additional language are effectively supported. Good arrangements are in place to ensure children's health and safety is promoted; sound policies and procedures are clearly followed by staff.

Adequate links with parents ensure that they are mostly involved in their child's care and education. The self-evaluation system is in place and identifies some strengths and weaknesses in the provision. However, this is mostly undertaken by managers and does not effectively secure the opinions and ideas of staff and parents in order to continually maintain improvement.

What steps need to be taken to improve provision further?

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

- develop practitioners' knowledge and understanding of the framework for Early Years Foundation Stage to enable them to effectively support and extend each child's learning in all areas
- develop the use of children's assessment records so that they can be used effectively to inform planning, identify next steps in children's learning and build on what they already know
- improve the organisation of daily routines to ensure that staff are effectively deployed in all areas of the nursery so that all children have access to good quality learning experiences

- improve practitioners' knowledge of inclusive practice and valuing linguistic diversity to ensure that children are included at all times and that they can develop and use their home language in their play and learning.

The leadership and management of the early years provision

The nursery has established a well-maintained and friendly environment where children and parents are made to feel welcome. Staff demonstrate a good knowledge and understanding of safeguarding children procedures and are pro-active in helping children to understand how to keep themselves safe. All required documentation is in place for the safe running of the setting; this includes a rigorous recruitment system and induction procedure for new staff to ensure their suitability to work with children. Thorough risk assessments including daily checks contribute to children's overall safety and welfare. All staff have regular appraisals and these are used to identify training needs.

Good information is provided to parents about the setting and sound systems are in place for staff to gather information about children's individual care needs. Staff offer daily verbal and written updates to ensure parents are informed about their child's care. The management team has a positive approach to continuing improvement and recommendations from the last inspection have been satisfactorily met. However, ongoing evaluation of the provision is not effective because there is insufficient emphasis on monitoring the practice and staff deployment. As a result, daily routines impinge on children's learning experiences.

The quality and standards of the early years provision

An adequate range of activities are provided for children and this enables them to make satisfactory progress across most areas of learning and development. However, staff do not have a clear enough knowledge and understanding of the Early Years Foundation Stage to effectively support and extend each child's learning and development. Satisfactory planning is in place with some flexibility to give children time for individual play although sometimes there are more adult-led than child-led activities. Staff carry out regular observations of the children as they play and these are added to children's individual assessments. However, they not effectively used to inform planning and identify next steps in children's learning.

Children are able to make some choices about what they do and babies can explore their immediate environment independently for most of the time. Staff engage with the children and develop warm and secure relationships; babies enjoy being warmly cuddled as staff give them their bottles. However, at meal times children cannot choose where they wish to sit and those with food allergies are often inappropriately seated alone to eat their meals. This means they do not feel included. Older children are developing their independence and they attend to their personal needs, select some resources, and choose when to have snacks. Babies enjoy tickling games with staff who engage with them in lots of verbal and non-verbal communication as they play.

Children take part in a suitable range of activities which support their physical development both indoors and outdoors. Babies who are mobile have space to move around and to pull themselves up to standing. Older children use numbers and talk about size in everyday conversations. For example, they explain that children who are four-years-old are bigger than children who are three-years-old. Young children are beginning to sort objects for size independently. However, generally staff miss these opportunities to support and extend children's learning.

Children are cared for in a clean and healthy environment; effective procedures for nappy changing and good hygiene routines followed by the staff and children help to prevent cross-infection. Children are learning about the importance of a varied and nutritious diet; they are provided with nutritious snacks and meals which include lots of fresh fruit and vegetables and these are prepared and cooked daily on the premises. Staff are aware of children's individual dietary requirements and any specific needs are very well catered for. Activities such as 'Beep Beep' day help children to learn to keep themselves safe outside the setting.

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?	Satisfactory
How well does the provision promote inclusive practice?	Satisfactory
The capacity of the provision to maintain continuous improvement.	Satisfactory

Leadership and management

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

Quality and standards

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

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

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

There have been no complaints made to Ofsted since registration or the last inspection.

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.