

# Kidsunlimited Nurseries - Broadgreen

Inspection report for early years provision

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**Unique reference number**

EY301174

**Inspection date**

25/03/2009

**Inspector**

Michele Anne Villiers

**Setting address**

Broadgreen Hospital N H S Trust, Thomas Drive, Liverpool,  
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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 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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 - Broadgreen is one of a large number of provisions run by Kidsunlimited Nurseries. The setting was registered in 2005 and operates from six rooms in a purpose-built building situated in the grounds of Broadgreen Hospital in a suburb of Liverpool. The nursery is on one level with easy accessibility. There is an enclosed outdoor play area.

The nursery is open each weekday from 07.00 to 18.30 all year round. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 85 children may attend the nursery at any one time. There are currently 140 children aged from birth to under five years on roll. The nursery supports children with learning difficulties and/or disabilities.

There are 27 members of staff, including relief workers, most of whom hold appropriate early years qualifications. There is also a cook and a housekeeper. The setting provides funded early education for three- and four-year-olds.

## Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children attending the nursery are confident, happy and progress well in all areas of their development. The strong partnership with parents and other providers contributes to ensuring that the needs of all children are met well and staff work with parents to complete individual care plans. Staff work closely as a team and the manager monitors the provision through observation and staff meetings and has started to use self-evaluation to identify future development. The environment is warm and welcoming and most safety measures are in place with excellent health procedures to promote the children's welfare.

## What steps need to be taken to improve provision further?

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

- ensure robust contingency arrangements are in place to cover ratios due to staff absence
- continue to make more use of toys and resources that reflect positive images to help children embrace differences throughout their play
- continue to use self-evaluation to identify areas for improvement, and meaningfully involve staff, parents and carers, and use as a basis of ongoing internal review.

## The leadership and management of the early years provision

The nursery is effectively managed, with very good staff recruitment and induction procedures. Comprehensively written policies are in place and staff have a good

understanding of child protection issues. The premises are secure and all visitors are monitored. Contingency arrangements are in place to cover staff absence, although this is not always sufficiently robust to ensure good ratios are maintained at all times. Risk assessments are conducted regularly on the premises, toys and outings, and children are closely supervised.

The children's health is promoted exceptionally well. They enjoy extremely healthy, nutritional home-made meals prepared by the chef and daily fresh air and physical exercise is very much incorporated into the daily routine. Outdoor continuous provision enables children to enjoy a variety of play experiences in the fresh air. Very good use is made of natural resources, with multi-sensory areas and a log cabin for children to sit and listen to various wind chimes. Staff are vigilant about hygiene and follow very good procedures that help to prevent the spread of infection. The nursery gives high regard to providing an inclusive environment and staff work closely with other professionals to ensure good support is given to those children requiring additional support.

Parental involvement is very much encouraged and a parent representative helps to organise social events. Parents help in the nursery, installing bird boxes outside and contributing to festivals and celebrations. Information is shared through regular newsletters, written documentation and daily discussion. Meetings for parents provide opportunities to meet with key workers and questionnaires are used to obtain parents' ideas and opinions. Recommendations have been met from the previous inspection and staff now use planning well and children freely access drinking water. The manager has started to complete self-evaluation forms in order to identify strengths and areas for improvement. However, parents have not yet been given the opportunity to meaningfully contribute to this.

## **The quality and standards of the early years provision**

Staff provide a good balance of challenging and interesting activities. Children confidently explore their environment and their independence is very much encouraged. Rooms are well organised with a wealth of children's artwork displayed along with photographs of their families, providing children with a strong sense of belonging. The importance of fresh air and physical exercise is extremely well fostered. Outside, children examine small bugs, grow plants and watch wildlife. A 'Forest school area' has been designed and organised events by qualified 'Forest leaders' are provided, such as making a camp fire with the older children, giving them positive outdoor experiences. Children also practise balancing on stepping stone logs, access wheeled toys and practise yoga on floor mats. Indoors, babies and children enjoy regular massage sessions.

Staff track the children's progress through observation and complete 'Learning Journeys' on each child. The information is used well to identify the children's next steps. Parents complete initial profiles, 'All about me' books, when children first start. Staff use every opportunity to enhance the children's learning. For example, during practical activities such as meal times, children are encouraged to count and calculate, and when examining different shapes they find objects in the nursery of the same shape.

Children develop particularly well in their communication and literacy skills. All staff use simple sign language with babies and young children, and various methods of mark-making are offered to all children, helping to foster their emerging writing skills. Children enjoy making patterns in the sand, painting pictures and free access to drawing materials. Written words and captions, along with children's own attempts at writing, are displayed. Older children extend their language skills and use their imagination well during group-focused activities. For example, they take turns to tell a story according to the picture card they choose, starting with 'Grandma went to the market and bought...' Numbers and colours are also introduced into the game.

Children learn about their culture and the culture of others. They followed the Liverpool City of Culture 'Superlambanana' trail and used their creative skills to build their own 'lambanana'. Staff introduce children to different languages, such as French, and they support those children who speak English as a second language well. Children celebrate different festivals and photograph albums are displayed in each room, titled 'Our people, our world', with pictures of positive images of race, culture, gender and disability. There are several toys and resources reflecting diversity, but these are not always fully integrated into the everyday play nor freely available for children to access. Children have many opportunities to explore their emotions. Toys are used, such as personal dolls, which children may take home or on holiday to become part of their family.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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](http://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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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