

Kidsunlimited Nurseries - Beckenham

Inspection report for early years provision

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Inspector Elizabeth Ellen Mackey

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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).

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 Day Nursery registered in 2001 and is managed by the company Kidsunlimited. The nursery operates from a converted sports pavilion, situated in a residential area in Beckenham. The area is well served by public transport and the nursery is within walking distance of shops and a mainline station. The nursery includes a baby unit, toddler unit and pre-school group, with use of a secure outdoor play area. The Nursery offers day care places to employees of HSBC bank and the local urban community of Beckenham and its surrounding areas.

The nursery is to open from 07.30 to 18.00 each week day for 52 weeks of the year. The nursery is registered on the Early Years Register to care for up to 59 children in the early years age group. There are currently 91 children on roll. Staff are experienced in supporting children with learning difficulties and/or disabilities and children who speak English as an additional language.

There are 20 members of staff who currently work with the children. Of these staff, 10 hold relevant childcare qualifications. There are also seven staff members employed on a temporary relief basis.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children's welfare and learning and development are generally well promoted. There have been difficulties in the implementation of the Early Years Foundation Stage (EYFS), which has hindered some staff's practice, which has a negative influence on outcomes for children. This has been partly due to a major turnover of staff, which included management. Systems to monitor and evaluate practice and identify areas for improvements are realistic. Self evaluation identifies clear achievable objectives. New staff have been employed and management support is in place to ensure any weak areas are addressed. Good links are developed with parents to promote consistency of care.

What steps need to be taken to improve provision further?

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

- ensure observations are meaningful, up to date and clearly identify children's next steps in their learning journey
- improve the assessment system to incorporate the views of parents in their children's developmental progress records, including information about children's starting points
- improve the learning environment to ensure quality resources are available in all areas and extend the range of resources that reflect cultural diversity,
- ensure the balance of adult interaction in children's play is not hindered by unnecessary focus on written observations

The leadership and management of the early years provision

Children are safeguarded as robust recruitment procedures are followed and all staff are checked as necessary. Staff awaiting confirmation of checks are supervised at all times. A range of policies and procedures are in place to support staff and ensure children are safeguarded. Staff are aware of child protection procedures and a named child protection officer is in place. The outcome of recent staff turnover has impacted on team morale and some staff feel under pressure. However, many staff are well established in the setting and they are positive about the new management team. Staff are able to contribute to identified areas of improvement. Self evaluation and reflection on practice is honest and realistic. Overall the staff team work well; they are keen to be on top of things and develop their practice through management support and training opportunities. The manager is highly qualified and skilled; she demonstrates with enthusiasm her plans to bring about the necessary changes to improve outcomes for children.

Policies and procedures are clear and contain relevant information. They are regularly updated to ensure they are in line with latest guidance. All of the required information is gathered to ensure that children's needs are met. The setting engages well with parents and carers, who express their satisfaction with the care their children receive. Records are suitably maintained for accidents and the administering of medication. Meals and snacks feature fruit or vegetables to promote healthy eating. Lunch is always cooked fresh and processed foods are not used.

Rooms are satisfactorily organised so that children have sufficient space to move around freely and to independently access resources. However, the learning environment is not consistent across the rooms. The baby unit is very well organised with a good range of high quality equipment. The toddler area, however, does not offer the same appeal or stimulation. Resources are uninspiring, particularly in the home corner and reading area. The nursery are in the process of re-doing the wall displays so some areas look quite bare. The environment and resources are regularly checked and cleaned to minimise the risk of cross infection.

Children's safety is effectively promoted through good supervision and ongoing risk assessment. Staff are vigilant in completing checks to ensure the indoor and outdoor areas are safe for children to use.

The quality and standards of the early years provision

Staff are developing their knowledge of the Early Years Foundation Stage (EYFS). Planning is satisfactory and is based on children's interests. Staff have good relationships with the children and are able to identify the next stage in their learning. However, this information is not consistently kept up to date, which means planning for children's next steps has fallen behind, creating a backlog. Staff recognise the impact this has on the experience and input the children receive. Their commitment to address this results in excessive observations being carried out, which then impacts on the quality of the interaction between children

and staff.

There is a system for parents to take part in their children's learning and contribute to their developmental records; however, this is not consistently used. The partnership with regard to children's welfare is good and information shared is relevant. Parents know who their child's keyworker is and they are verbally kept up to date with progress. Parents comment they are happy with the care and education their children receive.

Health issues are correctly addressed and many staff are first aid trained. Children are helped to understand how to keep themselves safe, for example through activities such as recognising the traffic light sequence when crossing the road. They practice this in the outdoor area using realistic resources. Children enjoy physical exercise and have valuable opportunities to play outside each day. Babies develop their physical skills climbing and balancing on the large soft play equipment. They also have direct access to outdoor play. Children in the main outdoor area run, jump and climb with vigour; they are effectively protected by good adult supervision and safety surface flooring. This helps to develop their confidence and agility. Children enjoy using the slide and a selection of wheeled toys and bicycles to extend their physical skills.

Children settle quickly on arrival and enjoy good relationships with each other. Positive behaviour is encouraged and children learn to share and take turns. They are well behaved, because adults are consistent in their approach to behaviour management.

Children access a satisfactory range of quality toys and equipment which are developmentally appropriate and stored in low-level storage units. This enables them to make choices and decisions in their play, which promotes their independence skills and learning. The writing area provides opportunities for children to make marks, they enjoy using pens and pencils to write on letters and envelopes. Children enjoy building with construction materials, staff engage with them, encouraging them to use their imagination when making their models. They make aeroplanes and staff skilfully extend this to promote discussion about flying, asking, 'where are they flying to?' and 'where have they been on their holidays?' This generates interest from the children, who eagerly share their holiday experience. Pre-school children have been learning about the life cycle of a caterpillar. Lovely displays of their work demonstrate a high level of creativity and good use of natural materials.

There are some resources to support and extend children's knowledge and understanding of diversity and the wider community; however, they are limited and do not include examples of writing in languages other than English. Babies enjoy exploring a good range of sensory materials and looking at themselves in low-level mirrors and mimicking their facial expressions. A floor level indoor sandpit is popular with the babies as it enables them to explore the texture of the sand with their hands and feet. Staff successfully encourage young children's language by communicating through puppets, which children are seen to really enjoy.

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

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
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

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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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