

Kidsunlimited Nurseries - Chelsea

Inspection report for early years provision

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EY383173

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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 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 is run by a limited company. It opened in 2008 and is on the Early Years Register. It is part of a countrywide chain with approximately 50 settings. The nursery operates from four base rooms in a purpose built building in Chelsea in the London borough of Westminster. A maximum of 49 children may attend the nursery at any one time. There are currently 47 children on roll within early years age group. The nursery supports children with learning difficulties and/or disabilities and a large number of children who speak English as an additional language.

The nursery is open each weekday from 07.30 to 18.00 throughout the year. All children share access to a secure enclosed outdoor play area. The nursery mainly provides for children in the local area. There are 13 members of staff, most of whom hold an appropriate early years qualification. There is also a cook and a housekeeper.

Kidsunlimited is registered on the Early Years Register and the compulsory part of the Childcare Register.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The balanced range of resources and play materials allow for children to progress in all areas of learning. Inclusive practice is effectively promoted through staff working with parents and children who speak English as an additional language. Documentations are in place for self-evaluation, which positively reflects addressing strengths and weaknesses.

What steps need to be taken to improve provision further?

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

- improve resources and play materials that reflect diversity
- review how to protect children from frequent accidents and incidents

The leadership and management of the early years provision

The organisation of in and outdoor play allows for children to thrive and experience a range of opportunities. Staff keep regular up to date observation and assessment records. This information is used to ensure children achieve the Early Learning Goals. The information is used well to identify the children's next steps. Comprehensive policies and procedures in place ensure that children are well looked after. Systems are in place for recording children's arrival and departure times, accidents and medication administered. Risk assessments are frequently carried out to ensure that the premises is suitable and safe. Appropriate arrangements are in place for the introduction of new staff to ensure that they are

aware of policies and how the nursery is run. Good staff ratio promotes an effective key workers system and ensures that there is always effective staff cover. Children and staff are from a wide diverse group; many speak English as an additional language. The nursery is working towards putting together books and signs throughout the nursery that displays children's various cultural background. The nursery has a few toys and play materials that reflect diversity and disability awareness. Children with learning difficulties and disabilities are welcomed into the nursery. Staff work with outside agencies, such as speech therapist and link workers, within the Early Years Network. This enables them to work with children and promote their well-being and development.

There is clear evidence that staff have established a positive relationship with parents. They receive a daily diary sheet which explains what children have had to eat, sleeping pattern and activities the children have been involved in. Parent's evenings are organised to enable them to discuss their children's progress and look at children's profile. Each group room notice board is available to parents, all display weekly activities including the areas of learning.

The quality and standards of the early years provision

Children are happy and content within their environment. The good range of resources and play materials readily available allows for them to individually develop and achieve the Early Learning Goals. Photographic evidence clearly identifies additional activities provided to promote children's learning and development. Younger and older children are equally and effectively learning. There is clear evidence that staff have a positive relationship with the children and know them well. Their relationship allows for children to talk to them. At circle time children are able to talk about their home life and some of their experiences. Pictures and words displayed around the nursery are at children's level, which allows children to recognise letters, words and their names. Most children are competent speakers and are able to clearly explain what they want. At story time they listen attentively and staff challenge them and ask questions to make them think. Younger children enjoy songs and rhymes through staff consistently singing or playing music. Children respond and move to the rhythm of the music. This demonstrates that they are settled and showing signs of enjoyment. Activities organised take into account children's interest and challenge their learning and development. Children enjoy their time outdoors where they can experience natural resources, such as, sand and water. The large sand pit allows for children to not only feel with their hand but with their whole body, experience jumping up and down and lying down. They also explore using small animal characters and continuously use their imagination. Staff frequently talk to the children and use many opportunities to enhance children's numeracy and problem solving skills. Staff frequently count with the children and many children can count up to ten. Children benefit from large and small bricks where they build a large tower in different colours. They also know their colours very well.

Children have many opportunities to develop their self help skills. Staff frequently encourage younger and older children to tidy up. At lunch time children are supported to help themselves, such as serving their food. They learn how to keep

themselves safe, when going up and down stairs and ensure they hold onto the hand rails. Although children are well behaved, staff encourage children to be self-disciplined and to keep themselves safe. However, records show children have frequent accidents and a few incidents with each other.

Good routines are in place to promote children's hygiene habits. They know how to wash their hands before meals and after using the toilet. Meals provided are nutritious and balanced and good arrangements are in place for children with specific dietary requirements. Drinks are readily available and consideration is given for children who are unable to ask for one themselves. Overall children's welfare is effectively promoted.

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?	2
How well does the provision promote inclusive practice?	2
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?	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

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
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?	2

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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