

Kidsunlimited Nurseries - Watford

Inspection report for early years provision

Unique reference number	EY336108
Inspection date	30/06/2009
Inspector	Sheila Harrison

Setting address	8 Printers Avenue, Watford, Hertfordshire, WD18 7QR
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Type of setting	Childcare on non-domestic premises
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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 Nursery in Watford is one of a large number of provisions run by Kidsunlimited Nurseries. The setting was registered in 2006 and operates from a purpose built building situated in a new development close to the Croxley Business Park in West Watford. The nursery is on one level, a ramp into the building means that the premises are easily accessible.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the childcare register. A maximum of 92 children from three months to the end of the Early Years Foundation Stage may attend the setting at any one time. Overnight care is not provided. Children are grouped into one of three double aspect base rooms; babies, toddler's, and pre-school. The nursery is open each weekday from 07:30 to 18:00 all year round excluding bank holidays. All children share access to a secure enclosed outdoor play area.

There are currently 96 children on roll. Children with learning difficulties and/or disabilities, and those who speak English as an additional language are welcomed into the setting.

There are 15 members of staff with three supply staff, a cook, housekeeper and manager. Fourteen members of staff hold a relevant early years childcare qualification. Kidsunlimited provide support through an Early Years Manager.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The manager has a clear vision for improvement and is involving the committed staff team in changes to the setting to promote the welfare of the children. Staff provide a positive atmosphere and welcoming environment where children are mostly happy and generally making progress in their learning and development. Children benefit from a worthwhile partnership with parents and carers where parents are beginning to be informed of their child's progress. The setting promotes an inclusive environment where staff respond to the individual needs of the children.

What steps need to be taken to improve provision further?

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

- review the deployment of staff to ensure all staff have a clear understanding of their roles and responsibilities and provide a consistent experience for children
- develop an effective communication system between settings to ensure that there is continuity in children's learning.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure all children are supported towards the early learning goals by using the observations and assessments to identify learning priorities and plan relevant and motivating learning experiences for each child.

24/07/2009

The leadership and management of the early years provision

The manager has an effective focus on improvement with a detailed action plan that includes timescales. Those in charge are able to demonstrate how they have raised children's achievement and made improvements to provision. There is a common sense of purpose between management and staff and they work effectively with support agencies to ensure children's welfare is promoted and that they make progress in their learning and development. The self-evaluation system is generally effective in identifying strengths and areas for improvement though the views of parents and children have yet to be taken into account.

Partnerships with parents are well established. There is a suitable two-way flow of information, knowledge and expertise. Parents appreciate the newly introduced system of diaries for the younger children and staff are available to show parents the children's learning journey's on request and at parents evenings. However, there are yet to be secure links with the other settings that the children attend.

Staff and management have started identifying children's need for additional support. They are beginning to share information and records with colleagues, parents and interagency teams to start to help children get the support they need.

The permanent staff have a suitable understanding of each child's background and needs. They make the most of diversity to help children understand the society they live in. There are photographic displays of children and their families on holiday. A staff member has introduced a valuable scheme where parents come and read a story to the children in their home language. Children delight in the music and movement sessions to explore the rhymes of music linked to their own culture and the culture of their friends. Bi-lingual staff use their language skills to help children use their home language in their play and in supporting their self esteem.

The setting runs smoothly on a day-to-day basis. The necessary ratios of staff to children are maintained. However, the briefing and deployment of the temporary staff leads to children's learning not being fully challenged. Vetting procedures for all adults who work with children are adequate to maintain the safety of the children. Resources are of good quality, suitably displayed and well used. Young children enjoy the 'nursery gym' where they can concentrate on practising skills such as climbing a few steps in safety.

Arrangements for safeguarding children are suitable, regularly reviewed, carefully managed, and mostly understood by those who work with the children. Effective

procedures are in place for identifying any child at risk of harm and liaising with the appropriate child agencies. The environment in which children are cared for and educated is safe and supportive. Risk assessments and daily checks are suitably carried out according to company procedures. However, staff do not fully contribute to the assessment of risks and did not comment on the sleeping mats being close together as a potential trip hazard. Children are generally taught to be safety conscious. They are reminded of the dangers of the sun and the need to wear their sun hats and protective cream.

The quality and standards of the early years provision

The provision leads to children making suitable progress and showing positive attitudes to learning. Staff have a satisfactory and growing knowledge of the Early Years Foundation Stage(EYFS) learning and development requirements and guidance which means they are confident in helping the older children learn whilst indoors. Children concentrate for long periods of time playing a game of pairs with adult support. They describe it as one of their favourite games and they learn the rules of the game, to take turns and not to cheat. Staff are beginning to develop the learning opportunities out of doors. Newly purchased builders trays are filled with wet and dry sand, small models such as dinosaurs inspire children's imagination. In the pre-school room high quality planning and organisation is based upon thorough and accurate observations. Activities are well matched to children's interest to help children succeed. Children are generally enjoying their time in the setting and are suitably challenged by the learning experiences provided. Older children are beginning to develop good habits as active, inquisitive and independent learners. For example, a wide range of 'junk' resources allows children to initiate the building of exciting and large models whilst experimenting with different types of joining materials. Staff in the baby room are responsive to the needs of the young children. There are calm and pleasant interactions with children on their knees, cuddling close and reading a story. However, the observations and planning systems are less consistently applied in the baby and nursery rooms leading to children being more unsettled or not fully occupied in activities that interest and inspire them.

Children's health and well-being is suitably promoted. The setting offers freshly prepared, nutritious meals and has a secure system to ensure dietary requirements are followed. Children are learning about the benefits of a healthy diet as they discuss the need to drink more water during the hot weather. Older children are learning the social conventions of meals times as they help to lay the table, count the cups, serve their own meals with assistance and have congenial conversations about their life at home. Necessary steps are taken to prevent the spread of infection, and appropriate action taken when children are ill. The full-time housekeeper is a valuable part of the team and ensures the premises and equipment are clean and allows staff to spend time with the children.

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.	3

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?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

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?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
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