

Kidsunlimited Nurseries - Long Road

Inspection report for early years provision

Unique reference number EY309174
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Inspector Emma Bright

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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).

Description of the setting

Kidsunlimited Nurseries - Long Road is one of a national chain of nurseries run by Kidsunlimited Nurseries. It opened in 2005 and operates from a purpose-built two storey building. It is situated in the grounds of Addenbrookes Hospital in Cambridge, Cambridgeshire. The premises is accessible and a lift is available to access the first floor. A maximum of 152 children may attend the nursery at any one time. The nursery is open five days a week from 07.00 to 18.00 all year round. All children share access to an enclosed outdoor play area.

There are currently 220 children on roll who are within the early years age range. Of these, 76 children receive funding for early education. The nursery is registered on the Early Years Register. Children come from a wide catchment area and their parents are often employed on the hospital site. The nursery currently supports a number of children with learning difficulties and/or disabilities and children who speak English as an additional language.

The nursery employs 52 staff. Of these, 23 hold appropriate early years qualifications and 12 are currently working towards a qualification.

Overall effectiveness of the early years provision

The overall quality of the provision is satisfactory. Staff provide a warm and welcoming environment; they form positive relationships with parents and other carers so that children's individual needs are suitably met. Children enjoy their time and overall make sound progress in their learning and development. Systems to monitor and evaluate the provision are evolving. The environment promotes children's welfare and all of the essential documentation is in place to promote their health and safety.

What steps need to be taken to improve provision further?

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

- develop further practitioners' knowledge and understanding of the areas of Learning and Development so that they can confidently support and extend each child's learning
- improve the range of resources and activities to support children's learning, ensuring that they are appropriate, well maintained and accessible for all children
- develop the outdoor space in order to support children's learning in a rich and stimulating environment, which offers challenging experiences and where they have freedom to explore and use their senses
- provide further opportunities for children to see and use their home language in their play and learning; make further use of resources to reflect the diversity of the children attending the setting.

The leadership and management of the early years provision

Clear risk assessments are carried out on a regular basis to ensure that hazards are identified and minimised to safeguard children. Required documentation is in place for the safe running of the setting; implementation of policies and procedures by staff promotes and safeguards children's welfare. Robust recruitment and induction arrangements in place ensure staff who work with children are suitable to do so. Staff demonstrate a sound knowledge and understanding of Safeguarding Children procedures and help children to understand how to keep themselves safe. The provision in general is organised so that children have satisfactory experiences and staff are suitably deployed so children are safe and supervised. However, there are fewer resources available which mean that children's learning is not sufficiently supported in a challenging and stimulating environment.

Sound information is provided to parents about the setting and systems are in place for staff to gather information about children's individual care needs. Staff offer daily written and verbal updates to ensure parents are informed about their child's care. In addition, parents can choose to receive photographs and video clips of their child at play so that they know about their child's activities and progress. The management team has a positive approach to continuing improvement and a system for ongoing self-evaluation of the provision is in place. However, some of the recommendations from the last inspection have not been effectively met.

The quality and standards of the early years provision

A sound 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 learning and development requirements in the framework for the Early Years Foundation Stage (EYFS) to enable them to confidently support and extend each child's learning in all areas. Satisfactory planning is in place with flexibility to give children time for individual play. Staff carry out regular observations of the children as they play and these are added to children's individual learning journeys.

Staff engage with the children and develop warm and secure relationships with them which help children to feel included. Babies enjoy being cuddled and readily nestle in the arms of staff as they have their bottle which means they feel secure and safe. Children are confident and display good levels of self-esteem. They work together sharing tasks and taking turns. The key person system works well in practice and this helps children to feel settled and secure. Children begin to know about their own cultures and those of others. However, children learning English as an additional language have fewer opportunities to use their home language in the setting and resources are not used to further support children's understanding about the society they live in. Staff have clear strategies in place to care for children with learning difficulties and/or disabilities. They work with parents, carers and other agencies to support the children's needs so that they are included in the life of the setting.

Babies and toddlers develop coordination as they begin to feed themselves and they observe how the sand trickles through their fingers. Older children give meaning to their marks, dictating captions for staff to write down. Babies who are mobile explore their immediate environment with growing curiosity and enjoy handling objects from the treasure basket. Children learn to care for living things as they plant carrots, tomatoes and sunflowers. They explain that 'flowers need the sun to help them grow and they also need a drink'. Children use number in their play and confidently inform visitors that they have 'two grannies and two granddads' and demonstrates this by holding up four fingers. Toddlers excitedly wave their arms as staff blow bubbles and they count how many they have popped. Babies enjoy push and play or pop-up toys, whilst older children confidently use the computer. These simple activities satisfactorily lay the foundations to support the children's future economic well-being.

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 well catered for. Children are cared for in a clean and healthy environment; good hygiene routines followed by the staff and children help to prevent cross-infection. Children enjoy opportunities to play outdoors throughout the day. However, the outdoor space does not offer challenge or support children's learning effectively where they have freedom to explore and use their senses in meaningful experiences.

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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