

Kidsunlimited Nurseries - NPL

Inspection report for early years provision

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Inspector Amanda Jane Tyson

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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).

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.

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Description of the setting

Kidsunlimited Nurseries NPL is one of a chain of nurseries run by Kidsunlimited. The setting were registered in April 2009 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of 80 children, of whom no more than 24 may be aged under two years at any one time. There are currently 99 children on roll, of whom 12 speak English as an additional language. The setting welcomes children with special educational needs and/ or disabilities, but there are currently none on roll.

The setting operate from a purpose built building on the site of the National Physical Laboratories (NPL) in Teddington, Middlesex. The majority of the children attending have parents who work for NPL. Children have access to enclosed outdoor play areas and the nursery opens from 8.00am to 6.30pm for 51 weeks of the year, excluding bank holidays. The nursery regularly takes children on outings within the local community.

There are currently 20 staff employed to work with the children. The manager holds a Level 4 early years qualification, one staff holds Qualified Teacher Status; one has Early Years Professional Status, eight staff are qualified to Level 3 and two staff hold Level 2 qualifications. A number of staff are first aid qualified.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well safeguarded and making very good progress, based on their starting points, towards the early learning goals. The provision for children to explore and experiment using their senses is a particularly strong feature. The ongoing development of the outdoor play areas is an excellent example of the setting's ambitious vision for future excellence. Arrangements for engaging with parents are good and continuously developing. The capacity for continuous improvement is exceptionally high because leadership is strong; self-evaluation is astute and priorities for further development are identified and acted on. Furthermore, staff are enthusiastic and motivated to develop their knowledge and skills.

What steps need to be taken to improve provision further?

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

- take steps to engage parents more in the process of planning for children's learning and development and in monitoring their progress towards the early learning goals
- further improve the quality of risk assessments in relation to outings by considering the possibility of a lost child situation in each venue visited
- further improve the presentation and resourcing of role play situations, and

the programme for literacy in relation to 'raising the achievements for boys'.

The effectiveness of leadership and management of the early years provision

Rigorous recruitment and induction procedures ensure that children are cared for by suitable adults. The process for vetting all staff through the Criminal Records Bureau is promptly initiated following appointment. New staff are well supported by allocated mentors and good opportunities for ongoing professional development prevail. Children's welfare is well monitored through record keeping and staff are all secure in their knowledge and understanding of what to do if they are concerned about a child. 'Room supervisors' are empowered and well supported by management to develop good leadership skills and areas of expertise, such as special educational needs, are designated to staff with key skills and knowledge. All policies and procedures, records and documentation required for the safe and efficient management of the Early Years Foundation Stage (EYFS) are in place, mostly very robust, and well understood and implemented by staff. However, whilst accidents and the spread of infection are well minimised by thorough risk assessment, the lost child policy is generic and the procedure for responding to an incident is not clearly identified for each individual outing.

The strive for continuous improvement is well demonstrated by the ongoing developments of the outdoor play area, which is well on the way to becoming a feature of excellence. Furthermore, management are being very proactive in seeking solutions to the challenge of establishing partnerships with children's other EYFS providers, many of whom are based outside the borough, to ensure consistency of learning support. Management self-evaluate well, but have yet to fully involve staff, parents and children in the process, although this is planned and they have identified this as key to establishing a shared vision. Equality and diversity is, overall, well promoted within the setting. However, whilst most aspects of the programme for literacy are well delivered, there is not enough focus on closing the achievement gap between boys and girls.

Parents are provided with excellent information about the operational plan of the setting, about the EYFS and group learning focuses and themes, but overall they are not involved enough in the planning of their child's individual learning programme. Nonetheless, parents are involved in many other aspects of nursery life which support children's learning well, for example they join in festival celebrations, fundraising events and party days. Newsletters go out monthly and provide a wealth of good quality information, for example explaining the individual early learning goals and offering activity ideas. Parents are familiar with the complaints procedure, they have the option of using the anonymous comments/suggestion box, or for sharing concerns with a 'parent representative'. Management are proactive in responding to parental views and comments, for example for displaying photographs of staff to show who is working each day. Overall, parents are very happy with the service. They value the exciting play and learning opportunities provided by staff and the information provided about children's daily care routines, particularly for babies.

The quality and standards of the early years provision and outcomes for children

Children benefit greatly from the individually tailored settling-in policy for new children which minimises parent-child separation anxieties. By the time children are left for the first time they have built a trusting relationship with a key adult who has gathered a good amount of information from parents about their usual care routines and dispositions. Staff then use this information, along with their observational assessments, to plan for children's individual learning programme which continues to be well monitored and assessed. As a result, all children are happy and engage in activities with high levels of enthusiasm and interest. Activities are, in the main, very inspiring and very well presented to encourage children to achieve their potential. The nursery is well equipped with resources to promote awareness of diversity, but each room has a role play corner which is not extensively resourced with diverse cultural influences, or to fully reflect the real world.

Children benefit from a high quality and varied daily diet. Mealtimes are an enjoyable experience for all children because staff are well organised; they sit to the table with children and encourage good manners and independence. Babies are encouraged to feed themselves, toddlers do so competently and preschool children all skilfully serve themselves. Drinking water is freely available for children to help themselves throughout the day, for example whilst playing outdoors, and younger children are offered drinks at regular intervals. As a result, the foundations for children to adopt healthy eating habits are being firmly laid. Behaviour is exemplary; children are so busy having fun that there is no time for squabbles and staff deploy themselves well to provide children with good adult support. Outings are frequent and staff use these opportunities to teach children safety rules, such as when crossing roads when they visit the local shops.

All children enjoy the freedom of the outdoor play environment which provides many unique challenges and experiences, such as discovering that a pencil fits perfectly into a hole in a log. Tents and tunnels provide excellent hiding places, a wooden sailing boat and train provide for extensive imaginative play, and structures such as drainpipes and funnels introduce children to early science. The railed perimeter of the front gardens provide children with a view of their immediate world; children watch the builders operating the cranes and diggers with much interest and excitement. They grow their own vegetables and are helped to understand that these do not 'come from the supermarket'.

Babies enjoy crawling in and out the many hiding places created by staff, such as a wigwam, box or moses basket and they can be heard squealing with laughter as they play peek-a-boo. They are becoming confident communicators and are very sociable and interested in each other. They use their senses to access baskets of everyday items made from wood, metal, rubber and different fabrics which all feel different and encourage them to make connections with the real world. Babies have plenty of space to freely move around, for example, they crawl happily into the sandpit and become intrigued when they notice dry sand creating a waterfall effect as it falls through a calendar. They sleep comfortably in static cots at times

consistent with their home routines.

Toddlers enjoy observing nature through magnifiers, playing 'shops' in role play, or relaxing in a quiet area listening to stories which deliver important moral messages, for instance 'not judging people by appearance (a roaring lion turned out to be a friendly lion). Similarly to babies, the focus for these children is very much on learning through using their senses, for example as they make paint patterns with fruit pieces they discover the difference between the inside of an apple and orange. Colour and shape recognition is consistently encouraged and consolidated. High quality 'book-sharing' moments with staff, extensive opportunities for mark-making and the excellent interactions of staff, who engage the children in interesting and worthwhile conversations, encourages the communication, language and literacy skills of both boys and girls very well.

Preschool planning takes the lead from children's interests, for example the story of 'The Gruffalo' led to exciting adventures in the nearby woods; children had tremendous fun searching for soft toys resembling the animal characters of the story, which staff hid in the bark of trees and on twigs; helping children to understand about natural habitats. The end of term tea party became a 'Gruffalo' party, parents enjoyed the entertainment of the children's very own drama production and the children made a book detailing their activities. The preschool room is well organised into clearly defined learning areas, such as for the computer which children are becoming highly competent in using, block play and role play. However, whilst girls make regular visits to the graphics area, boys of preschool age are beginning to show a preference for 'active play' which is not being actively addressed to ensure that they enter school with equal literacy competencies to the girls. Nonetheless, the preschool outdoor play area is very well presented to promote awareness of print, for example triangular road signs, such as 'bus stop' and 'taxi' are displayed all around the perimeter fence and children park their bikes and scooters in numbered bays; this meets the learning needs of all the children well. Critical thinking and problem solving skills are becoming highly developed. This is well demonstrated within block play when purposeful structures are created and tested by the children as they engage in acceptable levels of risk, for instance by standing on a cube to slide down a prism shaped block. Success such as this exhilarates children. Similarly, children's artistic achievements are very well promoted and celebrated throughout the nursery; the entrance area displays some stunning self-interpretations of the local woods which equally raises self-esteem and helps to make children feel valued.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met