



Kidsunlimited Nurseries - Long Road

Inspection report for early years provision

Unique Reference Number	EY309174
Inspection date	15 December 2005
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Registered person	Kidsunlimited Nurseries
Type of inspection	Childcare
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

Kidsunlimited Nurseries - Long Road is one of a national chain of nurseries run by Kidsunlimited Nurseries. It opened in June 2005 and operates from a purpose-built building. It is situated on the grounds of Addenbrookes Hospital in Cambridge. A maximum of 152 children may attend the nursery at any one time. The nursery is open each weekday from 07:00 to 18:00 for 52 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 120 children aged from 0 to under 5 years on roll. Children come from a wide catchment area. The nursery currently supports a number of children

who speak English as an additional language.

The nursery employs 26 members of staff; 15 of the staff, including the manager, hold appropriate early years qualifications; 5 of the staff are working towards a relevant qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children take responsibility for looking after their own bodies and know that they need to 'wash silly germs from hands' before lunch. Staff act as good role models, using gloves to change babies nappies and wiping down surfaces before serving food, to help children to stay free from infections. If the children become unwell whilst they are in the care of the nursery, up to date records are in place to make sure that appropriate care is given. However, some areas of the nursery do not have the necessary soap or towels for staff or children to wash and dry their hands properly; this compromises children's health.

Children learn about leading a healthy lifestyle through everyday, practical experiences. They have raisins or bread-sticks and water to drink at snack time each session. Main meals are well balanced and cooked freshly each day. Nursery and catering staff work well with parents to ensure children's individual dietary needs are well met. Children are able to run around and exert themselves during outdoor play, so that they learn the importance of regular exercise and develop new physical skills.

The needs of babies and children under three years are met by nursery staff who have a very good understanding of their developmental needs. Babies use a wide range of interesting equipment to help them develop good manipulative skills and explore their senses. For example, a baby plays in the treasure basket, picking up a fir-cone and exploring it with the support of a key-worker. Babies are able to rest in their cot or buggy if they become sleepy, and good arrangements for feeding according to their individual needs enable staff to give babies milk or food whenever they need it.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a very attractive and safe environment where all risks are minimised, so that they are able to move around safely and independently under the constant supervision of the nursery staff. A risk assessment of the premises is carried out before each session begins, to make sure that all areas used by the children are safe. The staff help children to learn to keep themselves safe by reminding them not to use the slide when someone else is on it, so that they don't bump into each other. Children know that they need to pick up toys so they don't fall over them.

Children access a varied range of activities and resources set out by adults during

the session, from an excellent range of interesting toys and equipment. Resources are checked by the nursery staff before they are used to ensure they are in good condition and safe for children to use. Children's overall welfare is well maintained by effective procedures and easily accessed documents to promote their safety. For example, the staff hold current first aid certificates and have a sound understanding of child protection procedures, which are in line with those set out by the local Area Child Protection Committee; parents use a secret password system to ensure their children are only collected by authorised persons, even in the event of an emergency.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time at the nursery and form good relationships with each other and with their key-workers. They take part in interesting activities that help them to make progress. For example, they develop their vocabulary; paint 'crunchy leaves' to learn about texture; and they use the computer and mouse to learn about information technology. They use paint, pencils, scissors and glue to make their own pictures, which are displayed attractively on the wall for everyone to enjoy. Children of all ages enjoy sharing stories with the nursery staff, who help children to turn the pages and learn that text carries meaning. Staff encourage older children to make comments when they share books so that they can develop their language and communication skills further.

An interesting range of toys and activities provided during the course of the day are planned by children's key workers to help children to make good progress. However, children in the pre-school room do not have enough resources in the role play area to enable them to develop their own stories and extend their imaginative scenarios.

Babies learn about their own bodies and what they can do with them when they sit on the floor, stretching over to grab the toys placed close to them by their key-worker. They are encouraged to explore at their own pace through sensory play experiences. For example, a baby spends a long period of time lying in the 'mirror triangle', watching his colourful reflection move, reaching up to touch and 'babbling' his delighted commentary. Additional toys are placed within babies' reach to stimulate their interest and encourage them to investigate further. The key-workers respond to the babies' 'babbling' with smiles and comments to encourage them to communicate and become confident.

Helping children make a positive contribution

The provision is satisfactory.

Children are well behaved and learn what is expected of them through the use of regular routines, such as always sitting at the table to eat and drink or wearing aprons for painting. Children form very good relationships with each other and the nursery staff help them to understand each other's needs through careful explanations that young children can understand. For example, if children take a toy

away from each other they are reminded to 'share nicely'.

Children leave their parents and are eager to join in activities. Key-workers talk regularly with children's parents about things that they like and dislike, and maintain up to date records that are always easily accessible to ensure children's individual needs are adequately met. Calming music and aromatherapy perfume in the unit rooms help children relax and settle well. However, staff working in the baby-room are not confident to call on other members of the team for help if babies become upset or need additional support.

Key-workers help children to learn about each other's similarities and differences, and promote positive attitudes towards diversity. For example, children listen to music and take part in a wide range of festivals that help them learn about a variety of cultures and lifestyles. Children with special educational needs and those with English as an additional language are able to make good progress and build on what they already know and can do. However, whilst babies are able to explore resources freely and help themselves to toys from low level drawer units, older children do not have enough opportunity to make decisions or pursue their own interests. They are not encouraged to choose additional resources, using only those which are put out by the adults at set activities, nor do they initiate their own activities. This impacts upon independence and limits children's learning.

Organisation

The organisation is good.

The nursery environment is attractive and well organised to help children settle easily and become confident members of the group. All areas of the nursery environment are very attractive, with displays of children's work and useful information for parents, and provide plenty of space for children to move around safely. The registered person uses rigorous recruitment procedures, which ensure that the staff are suitable work with children. A comprehensive induction programme, in-house training and regular contact with 'learning champions' ensures that all staff continue to develop their knowledge and skills. Staff receive regular updates in areas such as First Aid or Child Protection so that they are secure in their knowledge of procedures for maintaining children's overall safety. The manager of the nursery and the 'care and curriculum team' monitor practice and identify areas for further development.

All of the legally required documents, including a procedure to record complaints or concerns, which contribute to children's health, safety and well-being, are in place and regularly reviewed.

Overall, the provision meets the needs of all of the children who attend.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- improve the system for promoting children's good health and helping children to learn about personal hygiene by ensuring that staff toilets and children's hand washing areas have soap and towels available at all times
- provide children with more opportunities to access additional resources independently, initiate their own activities and pursue their own interests so that they learn to make decisions and extend their own learning
- improve the way staff in the baby-room seek help from other members of the team if babies are crying or need additional support, so that they can offer adequate comfort to each baby who needs it.

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