

# Kidsunlimited Nurseries - Jack Straws Lane

Inspection report for early years provision

---

<b>Unique reference number</b>	EY277179
<b>Inspection date</b>	19/11/2009
<b>Inspector</b>	Tom Radcliffe
<b>Setting address</b>	32 Jack Straws Lane, Headington, Oxford, Oxfordshire, OX3 0DW
<b>Telephone number</b>	01865 432410
<b>Email</b>	jackstraw@kidsunlimited.co.uk
<b>Type of setting</b>	Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 08456 404040  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2009

## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Kidsunlimited Nurseries - Jack Straws Lane registered in 2004, and is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is managed by a nursery chain. It operates on the ground floor of a university building in Headington, Oxford. The nursery predominantly cares for children of staff and students of the university. Children use a large hall and four smaller rooms with access to outdoor play areas. This nursery is easily accessible from street level and there is a car park on site. The nursery is open for 45 or more weeks of the year from 8:00 am to 6.00 pm. A maximum of 62 children may attend the nursery at any one time. There are currently 49 children in the early years age group on roll. The nursery is in receipt of funding for the provision of free early years education to children aged three and four. The nursery supports children with learning difficulties and physical disabilities, as well as those who speak English as an additional language. Children attend for a variety of days. The nursery employs 14 members of staff. Of these, seven hold appropriate early years qualifications and five are working towards a qualification.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory.

The setting works with an understanding of the individual needs of each child which allows them to make provision for a range of their learning and welfare needs. Children enjoy their time in spacious accommodation as they access interesting learning opportunities and show increasing amounts of independence. The setting uses improving partnerships with parents to underpin their understanding of children and so support the progress that they make. The manager uses processes of self-evaluation to understand what the setting does well and what requires improvement. She sets realistic but challenging targets to raise the setting's level of provision and improve outcomes for children.

## **What steps need to be taken to improve provision further?**

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

- develop children's use of information and communication technology to support their learning.
- develop the educational programmes which are taught to young children to ensure that they have challenging and enjoyable experiences across all areas of learning and development.

## **The effectiveness of leadership and management of the early years provision**

Written policies and procedures are made available to all parents which helps the setting to be managed efficiently and in the interests of children. Children are very

well safeguarded as staff implement procedures consistently and knowledgeably. All staff in the setting are vetted for suitability and levels of supervision are caring and supportive. Children's safety is promoted as the setting uses risk assessments to ensure that potential hazards are minimised. This allows children to play both indoors and outdoors safely which increases their independence and ability to make decisions about what they want to do. Children are very enthusiastic about outdoor play which provides them with valuable learning and experience. Children's good health and well-being is promoted by all staff who implement hygienic working practices and who manage illness or minor injuries effectively.

The provider uses self-evaluation to understand where the setting needs to improve and what it already does well. The manager is very committed to raising standards in the nursery and uses target setting to set clear priorities for future improvements. She is beginning to make an impact in the setting's work and her aspirations are reflected in the determination of all staff to improve outcomes for children. There have been important improvements since the last inspection. The setting values partnerships with parents and key persons use regular informal contacts with them to support children's progress. In addition the setting understands the importance of wider partnerships to support the ongoing learning and development of children.

Children play in spacious accommodation which is organised to meet their needs. Resources that are available promote children's learning in all areas and staff play an important role as they respond to the needs of all children. Where children are given opportunities to direct their own learning staff guide them and enhance their understanding. The setting promotes inclusive practice at all times as children are treated as unique individuals with their own starting points, interests and learning styles. Children who have special educational needs or who use English as an additional language are given good attention in the nursery. Children are given many opportunities to understand their diverse world through activities and play and due to its multicultural nature.

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

Children's progress is at least satisfactory as they access a range of learning opportunities which are both adult and child-led. The setting has processes in place to understand the starting points of children and staff use observations to gain an understanding of the progress that children make. This assessment information is informally shared with parents and staff use it to plan the children's next steps in learning. Children have individual learning journeys as they progress towards early learning goals. Staff support children's decisions about their play and as a result they experiment with musical toys, use messy play resources or invent their own outdoor games. Children respond well to adults when sharing books, using numbers or learning new words and letter sounds. The setting has a satisfactory understanding of the Early Years Foundation Stage (EYFS) and of how young children learn through first hand experience and play. All areas of learning are planned for as children of all ages have opportunities to develop their physical skills, imaginations and creativity. Children's language development and

understanding of writing is promoted through conversations, role play, sharing books and answering questions. Children use numbers, values and mathematical ideas in age appropriate ways as they play and tackle everyday problems, for example, at meal times. Children do not at the present time use information and communication technology in a meaningful way to support their learning. Though the planning that is in place pays attention to the individual needs of each child, the educational programmes so far developed do not ensure that children have challenging and enjoyable experiences across all areas of learning and development.

The setting promotes children's welfare in a satisfactory manner. All children are safeguarded and they have a growing understanding of their own safety and that of others. Children generally behave well as they share, take turns and involve each other in their play. The staff's understanding of each child allows them to manage the behaviour of all children effectively. Children have an understanding of the varying needs of other children as they realise that all children have different strengths and weaknesses. In addition children are building on their ability to concentrate and they try to apply skills that they have acquired. They also understand that different activities require different responses, for example, when sharing books or when involved in outdoor play.

Outcomes for children are satisfactorily promoted by the setting. Children are settled and enjoy their time as they have conversations with adults, make choices and work in groups of varying sizes. Children of all ages explore their accommodation and show a willingness to make decisions about what they do. Children enjoy secure relationships with adults which greatly contribute to their feelings of safety, confidence and self-esteem. Children also learn about healthy life styles and are able to understand about healthy eating, the value of exercise and the importance of personal hygiene. Children respond well to the challenges that they face and when staff have high expectations of them. Children generally acquire skills and abilities which are appropriate to their age and their progress prepares them for future learning needs.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
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	3
The extent to which children develop skills for the future	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **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