

Kidsunlimited Nurseries - The Playhouse

Inspection report for early years provision

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| Unique reference number | 109124 |
| Inspection date | 05/11/2009 |
| Inspector | Susan Esther Harvey |
| Setting address | WH Smith Ltd, Green Bridge Road, Swindon, Wiltshire, SN3 3LD |
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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*.

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Description of the setting

Kids Unlimited Playhouse Nursery is one of 52 nurseries run by Kids Unlimited plc. It opened in 1991 and operates from a purpose built, self-contained building on the site of W H Smith & Sons in Swindon, Wiltshire. It is open from 07.30 to 18.00, 52 weeks of the year.

The nursery is registered on the Early Years Register. A maximum of 45 children may attend the nursery at any one time. There are currently 57 children from three months to under five on roll, some in part-time places. The nursery can support children with special educational needs and disabilities.

There are 15 members of staff, 13 of whom hold early years qualification to at least level 2.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have a well developed knowledge of the early learning goals, which successfully promotes children's learning and welfare. Children are safe and secure in an inclusive environment as they learn through play. Partnership with parents is a key strength and significant in making sure that the individual needs of the children are met. Children progress well, given their age, ability and starting points. Evaluation of the setting by the manager and staff identifies areas for development and makes sure that priorities are acted upon, such as re-designing the garden. The nursery staff and management's capacity to improve through training and self-evaluation of their practice, enables outcomes for children to be positively met.

What steps need to be taken to improve provision further?

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

- further provide and improve resources with special regard to babies so that they can benefit from being cared for in a comfortable environment while enjoying stimulating activities, as well as having access to a full range of choices
- place more emphasis on organising the routine of the day in order to take into account the opportunity for all children to enjoy outdoor learning and daily fresh air

The effectiveness of leadership and management of the early years provision

All staff are suitable to work with children and demonstrate a good level of awareness in promoting children's safety. Safeguarding arrangements and staff

training, as well as a robust system, which is regularly reviewed, ensures that effective procedures are in place for vetting adults who work with children. Children are taught to be safety conscious and show a good understanding of how to keep themselves safe. For example, they eagerly share the task of clearing away toys and take part in an emergency evacuation drill. They feel safe in the care of staff who know the children and their families well. There are lots of cuddles for young children who are comforted when needed.

Staff have a very positive relationship with parents and time is taken to keep them regularly up-dated about their child's learning and development. This includes a six weekly 'working in partnership' meeting with the children's key person where parents also share information about their child's achievements at home. Children's learning journey record books are available to look at whenever parents wish and staff provide verbal feedback about what the children have been doing each day. Parents who were interviewed, said that they appreciate the regular meetings with the staff and knowing what their child is able to achieve while in the nursery. Staff make positive links with other settings children attend, as a result, an effective liaison with parents and others involved in the children's learning contributes to their well-being, development and achievements.

Equality and diversity is promoted throughout the nursery. Children have access to various resources and activities which enables them to learn about the wider world and the community of which they are a part. An album of photographs has been produced for each child showing family members and pets and made available in the play rooms for children to look at when they wish. Children are keen to share these with visitors and explain who are in the photographs, so sharing their home experiences with others in nursery. Staff are focused on ensuring the individual welfare needs of the children are met, they have a common sense of purpose which enables them to work together as a team. They are inclusive in their practice, ensuring that children have equal opportunities to achieve as well as they can.

The management is consistent in communicating achievable expectations by staff about outcomes for children. Regular meetings take place to look at how observations and assessments are managed in each room and time is taken by the manager to complete a care and learning plan to ensure that the standards are consistently met. Mostly children have access to a range of resources as independent learners, where they can choose to play with what they wish. However, there are insufficient resources provided for babies to fully encourage their development and independent choices.

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

Children are beginning to learn about how to maintain a healthy lifestyle. Good wholesome freshly cooked meals are provided and the chance to readily access drinking water throughout the day is given to the children. This includes babies who are just learning to identify their own cup by the photograph attached to the handle. Meal times are social occasions where staff sit with the children and talk

about what they have been doing during the morning, table cloths and paper flowers adorn the meal tables and all children are encouraged to use a knife and fork. As a result, children are learning valuable social skills for the future. The outdoor play area is easily accessible to most of the children, however, the routine of the day does not always give all children the opportunity to experience daily fresh air, as a result, some children do not benefit from going outside each day. Children are learning to use tissues and regularly wash their hands before and after using the bathroom, through staff member's consistent supervision of children's personal hygiene.

Throughout the nursery children are well behaved and develop a good sense of identity. They are confident and show high levels of self-esteem. They arrive happy and settle quickly in the care of the staff who greet them and their parents with a welcoming smile. Children know each other by name and are eager to introduce each other to visitors. They confidently talk about their family and friends, what they have been doing and where they have been on holiday. This all adds to the children's sense of belonging in the nursery. Relationships are good between children who play well together joining in with various activities, helping each other to complete a complicated jigsaw puzzle while working together as a team and showing a sense of pride in their work. Young children are confident in the care of the staff, they know when they are tired and need their food. Staff are kind and have good relationships with the children they are often seen cuddling and encouraging them in activities. Staff spontaneously respond to the needs of the children. For example, using bubbles to interest young children while they wait for tea, providing play dough for young children to mould into shapes as they sit together around a table.

Through the staff members' experience and clear knowledge of the Early Years Foundation Stage framework, children have the opportunity to succeed. This helps to promote positive outcomes for children's learning, social, physical and economic well-being. Clear planning, observation and evaluations recorded in the children's learning journeys, enables staff to successfully identify the next stage of their learning. Activities are based on the staff members' clear understanding of children's starting points which is used as a means of planning for child-initiated and spontaneous activities throughout the term. Included in the planning are fun activities such as gentle exercising and relaxation movements enjoyed by children throughout the nursery. Therefore, children are enjoying and achieving in a variety of ways.

A welcoming environment reflects the wider community, photographs of children during their play are displayed around the walls, instructions for staff to follow with regard to an alternative means of communication through signing, is displayed in a prominent position. Photographs of a recent visit by the fire service displayed on the pre-school wall maintains the interest of the children as they recall the visit and the time they spent on the fire engine. Children's art and craft work is displayed effectively around the nursery. As a result, children's work is acknowledged and valued by staff. A comprehensive set of policies and procedures ensures that children are protected and well supported. This includes a complaints procedure in which parents are made aware of the process the management will take in the event of a complaint. The documents are made readily available to parents and

staff and are annually reviewed by the management. Overall, children are happy and content, they feel secure in the care of the staff which enables them to achieve and learn through play.

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

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| 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

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| 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 | 3 |
| 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

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| 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

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| 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 | 3 |
| 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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