



## **Kidsunlimited Nurseries - Lynda Ellis**

Inspection report for early years provision

<b>Unique Reference Number</b>	300748
<b>Inspection date</b>	13 December 2005
<b>Inspector</b>	Sarah Gilpin
<b>Setting Address</b>	HSBC Bank PLC, Woodville Lodge, 17 Broomhall Road, Sheffield, South Yorkshire, S10 2DR
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<b>Registered person</b>	Kidsunlimited Nurseries
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

The Lynda Ellis Nursery has been registered since 1989. It operates from a listed building in the Broomhall area of Sheffield, close to the city centre. The nursery is managed by Kids Unlimited, an organisation which manages nurseries throughout the UK. The nursery provides a child care service for employees of the HSBC Bank and the wider community.

There are four playrooms and the nursery children are grouped according to age.

Children aged from 3 months to 3 years are cared for on the ground floor. The pre-school children are cared for on the first floor. Children have daily access to two secure outdoor areas, one paved, the other with a part safety surface and adventure playground equipment.

The nursery opens every weekday from 08.00 until 18.00 throughout the year. It is registered to care for a maximum of 46 children under five at any one time. There are currently 56 children aged from three months to five years on roll. This includes 15 children in receipt of nursery education funding. Children attend for a variety of sessions. There is provision for children with special educational needs and those who speak English as an additional language. In addition, children can attend yoga and their own French club.

There are 16 staff employed to work with the children, 10 of whom hold an appropriate qualification in child care and education. Three of the staff are employed on a part-time basis, this includes a qualified teacher. Two staff are currently involved in NVQ training programmes. The nursery achieved the Kids Unlimited Quality Assurance Scheme Award in 2003 and has links with the local Early Years Development and Childcare Partnership.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

The children are cared for in an extremely clean and very well maintained environment. The staff understand and fully implement the clear policies and procedures, which promote the health and well-being of the children. For example, when they are able, children are successfully encouraged to manage their own personal hygiene.

Children enjoy very nutritious and well balanced meals that are freshly prepared by the nursery cook each day. For example, the children thoroughly enjoy moussaka and potato wedges. The excellent food hygiene standards and practices ensure that the food prepared for the children is healthy and planned to meet their individual dietary needs. The children's mealtimes are enjoyable and sociable, they thoroughly enjoy chatting to staff and their friends as they eat together. Children are not routinely involved in the preparation for mealtimes, such as setting the table and clearing away of plates, therefore they have limited opportunities to develop independence in this area.

The younger children's individual routines for rest and sleep are given very high priority by the staff who work closely in partnership with parents. The older children who require a rest use sleep mats and staff cuddle them to help them settle.

The children enjoy the interesting outdoor area. They enthusiastically use this area to practise and refine skills, for example, when using large adventure play equipment. This is an excellent range of resources which enables children to climb, explore and play imaginatively when outside in the nursery garden. The babies enjoy the well

planned outdoor play area, which is separate and provides a stimulating age appropriate area for younger children. In addition, the weekly yoga session is a particular favourite of the children where they learn about being flexible and using deep breathing techniques for relaxation. The well planned indoor environment allows the children to move freely and with confidence in their designated play area.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in a warm, welcoming and secure environment. Comprehensive risk assessments have identified potential hazards and staff work hard to minimise risks to children, ensuring they can move around the nursery safely. The staff are extremely vigilant as they support the children in their play. For example, children are closely supervised as they manage the nursery stairs and as they explore the secure outdoor areas. The children's arrival and departure at nursery is consistently monitored by the staff to ensure children remain safe in the setting and the security system is used well.

The children safely access the toys and resources that are successfully arranged at a low-level. Equipment used by the children meets the required safety standards and is routinely checked by the staff to ensure that items remain safe for them to use. Large outdoor equipment is securely anchored and soft surfaces ensure that when children climb, they can do so safely. Gentle reminders from staff ensure that children have a growing awareness of how to keep themselves safe as they move around the setting. For example, promoting walking when children rush around and highlighting the dangers of access to the nursery stairs.

Training for all staff on child protection is given high priority. As a result, the staff have a very clear understanding of the signs and symptoms of abuse and use this knowledge to carefully monitor the children, safeguarding their welfare. Successful recording systems and carefully planned procedures ensure that staff act in the best interests of the children.

### **Helping children achieve well and enjoy what they do**

The provision is good.

The children's enjoyment and well-being is of high priority to all staff in the nursery. They work very hard to ensure that children are settled and cared for in a well planned and resourced environment. Children are very confident and comfortable with the consistent staff who work in designated areas of the nursery. Children seek support and guidance easily from the adults as they play together. The grouping of children is organised to ensure that children's ages and stage of development is clearly taken into account, resulting in their needs being effectively met. For example, the 'transition' from baby room to toddler room is managed by a short period spent in a room with a small group of children aged from twelve to nineteen months. The well resourced 'treasure baskets' are very popular with the babies, who enthusiastically explore the contents. The staff successfully use the Birth to three matters framework

to plan for the progress of children from birth to two and a half. However, activities included in the curriculum planning for the three and four year old children are not always suitable for the children aged under three who are cared for in this area of the nursery.

### Nursery education

The quality of teaching and learning is good. The staff have an excellent knowledge and understanding of the Foundation Stage and as a result plan a creative, varied and interesting curriculum for the children. The children are inquisitive and highly motivated to learn, and are thrilled to be involved in the activities provided; as a result they are making rapid progress in all areas of learning. The children build very warm and harmonious relationships with the adults and their peers. They are extremely confident and have a growing independence. However, equipment and resources are not always available to enable children to choose for themselves. Children show delight when they are praised by the staff, they laugh and engage with adults frequently.

The environment is successfully organised to provide children with a wide, varied and interesting range of practical activities that stimulate them. Children enjoy the well resourced role-play home corner and during imaginative activities the children spontaneously and accurately use mathematical language. For example, when preparing food in the play microwave. Children are beginning to understand how to calculate, using practical situations such as counting friends and potatoes at lunch time. The children enthusiastically sing and join in action rhymes, showing good rhythm as they wriggle around to the music. Most children enjoy the planned outdoor activities, however, not all children's likes and dislikes are considered when staff are planning activities such as, ring games.

Children speak very confidently using comprehensive vocabulary, which is extended by the frequent interactions of the staff as they talk to and question the children during their play. The children successfully demonstrate their knowledge of wild animals during the much enjoyed adult-led animal guessing game. They enjoy reading books, the story and group times are used well and children delight in joining in and predicting events of well known books. The children use their 'news books' to draw pictures and write about events in their lives. They show great pleasure and pride as they share these images with the adults. These books provide staff with a wealth of evidence to show the progress children make in their communication, language and literacy. Staff plan effectively for children's learning, using their observations and assessments of what the children know and can do.

Children's awareness of other people and the world around them is successfully raised through planned activities. The popular weekly French class, where children learn verbal and written communication, and the 'gardening club' are both much enjoyed by all who participate. The children take delight in talking about the activities they like and the plants they grew earlier in the season.

### **Helping children make a positive contribution**

The provision is good.

The children are cared for by staff who work well to meet their individual needs. For example, parents are asked to provide a wealth of information to ensure the staff have considerable knowledge of the children's likes and dislikes. This assists the children's smooth admission into the provision. There is successful provision for children with special educational needs, for example, one-to-one support is provided as needed to ensure children's inclusion in all nursery activities.

Children take a pride in their art work and creations, and these are celebrated by staff who sensitively display their models and pictures. Children's behaviour is very good, they receive consistent and sensitive reminders from staff about acceptable behaviour. Praise and encouragement from staff are a frequent feature and as a result, the children play harmoniously together. They clearly enjoy one another's company and play cooperatively. For example, children combine ideas and use their growing imaginations to act out narratives during small world play.

A suitable variety of resources and activities are provided to ensure children experiences are stimulating and interesting. Well planned activities, such as, Christmas celebrations from around the world ensure that children's knowledge of the wider world is successfully developed. Children of all ages enjoy many opportunities to play creatively and their children's spiritual, moral, social and cultural development is fostered.

Children are helped to feel secure and included because there is a good partnership with parents. There is a substantial amount of relevant information displayed for the parents to ensure they can take an active role in their children's learning. The parents receive regular updates on the progress their children are making, and written 'how's it going?' reports ensure they know all about their children's time in the nursery. Parents and children are made very welcome by the staff, and easy informal discussions ensure that all information relating to the children is successfully exchanged each day to ensure that the children's changing needs are effectively met.

## **Organisation**

The organisation is good.

The children are cared for in a well managed and successfully organised setting. There are clear and robust systems in place to recruit and check staff, this ensures that children are only cared for by adults who are suitable to do so. The very comprehensive policies and procedures are successfully implemented, with the exception of the newly required complaints record. As a result the outcomes for children are effectively promoted.

The knowledgeable staff are actively supported by the nursery manager, who works effectively to ensure they provide high quality care for the children. Staff development is a priority, the staff access training regularly and the clear induction procedures and appraisal sessions ensure they are well equipped and have an up to date knowledge of childcare practices. As a result the children make good progress in their learning, are happy and well settled. The efficient deployment of staff means that children are

cared for by consistent staff in each area and can be carefully monitored throughout the day. Excellent use is made of support staff, such as the cook, to maximise the adult-to-child ratio and maintain the children's safety. The leadership and management of the nursery is good and effectively contributes to the rapid progress the children make in their learning. Overall, the needs of the children for whom care is provided are met.

### **Improvements since the last inspection**

At the last inspection, the nursery was required to review the organisation of staff and the recording of incidents. There is now a clear recording system for any incidents involving children and 'float' staff are effectively used to ensure the staff are supported, as a result, children's safety has improved. In addition, staff were required to increase children's access to the outdoor garden areas. Children routinely play outside, benefiting from a wide range of activities and experiences.

### **Complaints since the last inspection**

There have been no complaints made to Ofsted since the last inspection.

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 AND NURSERY EDUCATION**

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.

The quality and standards of the nursery education are good.

### **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):

- further develop the curriculum for children aged from two and a half to three using the Birth to three matters framework
- implement the complaints record.

#### **The quality and standards of the nursery education**

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

- further develop the children's independence and self help skills, in particular at meal times and in selecting toys and resources.

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