

# Kidsunlimited Nurseries - Lynda Ellis

Inspection report for early years provision

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<b>Unique reference number</b>	300748
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<b>Inspector</b>	Cathleen Howarth

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<b>Type of setting</b>	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).

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

The Lynda Ellis Nursery registered in 1989. It operates from a listed building in the Broomhall area of Sheffield, close to the city centre. The nursery is managed by Kidsunlimited, an organisation which manages 52 nurseries throughout the United Kingdom. The nursery provides childcare 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 three months to three years are cared for on the ground floor. The pre-school children are cared for on the first floor. There is provision for outside play in two outdoor play areas.

The nursery opens weekdays from 8am to 6pm throughout the year. It is registered by Ofsted to provide care for children on the Early Years Register, in addition to the compulsory and voluntary part of the Childcare Register. Currently there are 57 children on roll in the early years range. There are no children on roll on the compulsory and voluntary parts of the Childcare Register. The nursery receives early education funding for three and four year olds, of which there are 23 children on roll. Children attend for a variety of sessions. There is provision for children with special educational needs and/or disabilities and for children who speak English as an additional language.

There are 14 members of staff employed to work with the children. Of these, 13 members of staff hold appropriate qualifications in childcare and education. One member of staff is working towards the Sheffield Buddying Programme, which is a leadership project delivered through Sheffield Hallam University. Three members of staff are employed on a part-time basis, which includes a qualified teacher and an early years professional. There are five relief staff that cover staff absences.

The nursery has links with other Early Years Foundation Stage. It has obtained a five star award from Sheffield City Council, which is the highest award achievable for standards of food hygiene.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A well developed knowledge of each child's needs, enables staff to successfully promote children's welfare and learning. Children are safe and secure in a familiar and predictable environment and they enjoy learning about their local area and the world around them. All children progress well, given their age, ability and starting points. Regular self-evaluation by the staff team and Parent Nursery Association help to prioritise areas of the provision to be developed, resulting in a provision that responds consistently well to the individual needs of children. Some outstanding aspects of the provision are identified in the report.

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

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

- continue to develop provision for outside play.

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

High priority is given to safeguarding children. There are robust steps taken to safeguard children, including vetting procedures for all the adults who work with the children. Staff fully understand their role in child protection. They clearly know the procedures to follow should a concern arise.

A unique and impressive self-evaluation form was electronically submitted to Ofsted. It is used as a working document and takes into account the views of children, parents and other interested partners. It is highly effective in identifying the strengths and weaknesses of the provision and makes very good use of findings from other quality checks, such as, those made by the regional organisational manager. As a result, those in charge are able to demonstrate how they have raised children's achievement and made improvements to the provision. For example, at the last inspection, recommendations were raised to improve outcomes for children which have been fully addressed. At the time of inspection, improving provision for outside play was deemed a priority and a recommendation is raised to reinforce staff intentions. For example, both outdoor play areas have already been refurbished with soft surfaces, one with adventure playground equipment. There are plans to develop the provision further, so that children of all ages can benefit from high quality outdoor play facilities, further promoting their good health and enriching their overall play experiences.

The effectiveness of leadership and management in embedding ambition and driving improvement is excellent. Staff turnover is low and most staff have worked at the nursery for a considerable number of years. This reflects in the calm, friendly atmosphere at the nursery, where children thrive in a stable, predictable environment. There are robust selection, recruitment and vetting procedures in place to safeguard children's welfare. Procedures for staff induction and appraisals are highly effective and inform the impressive staff training programme. The organisation provides in-house National Vocational Qualification training for staff.

Staff are focused on helping all children make very good progress in their learning and development and they effectively promote their welfare. There is a clear common sense of purpose between the staff and Parent Nursery Association. They work extremely well together, to ensure that all children have the opportunity to achieve as well as they can.

Working in partnership with others is good. Strong emphasis is given to employing staff that are appropriately qualified and passionate in specific areas, such as, the

qualified teacher in pre-school. Early identification of children with special educational needs and/or disabilities leads to early professional intervention, consistently providing effective care. Children are learning about human differences in the wider community, through activities and resources that positively promote gender, ethnicity, culture and disability. High staff ratios are continually maintained and children are skilfully supervised in their play. Staff and resources are well deployed, to improve overall outcomes for children.

Parents receive exceptionally good quality information about the early years provision and there are impressive transition arrangements in place to introduce and settle new children to the setting. Parents are given plenty of time to decide when it is appropriate to leave their children and for how long. Overall, there is excellent support for children, which includes the established key person system. High priority is given to developing strong links with other Early Years Foundation Stage providers, in order to promote a seamless approach to delivering the framework.

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

Parents and the child's key person establish children's starting points, when they complete relevant forms prior to admission. After a settling in period the child's key person records observations of children at play, to find out more about their natural interests, capabilities and preferred learning styles. Staff continuously evaluate and assess children's progress and maintain children's individual learning journals. These include pictorial evidence of what children have achieved. This highly effective system informs children's activity plans, in addition to showing parents the good progress their children have made towards the early learning goals, in the six areas of learning. There is an excellent balance of child-initiated and adult-led activities, that results in children being active learners who are able to think creatively and critically.

All staff have very high expectations of what children can achieve, and their questioning methods consistently challenge and support children to achieve as much as they can. They continuously and effectively scaffold children's learning in all areas. Teaching methods are inspirational and staff maintain children's attention for extended periods. All children are encouraged to have a go, as a result they are confident learners who have clearly developed a positive attitude towards learning. Children play with a very good range of quality toys and equipment, that are checked regularly for repair and replacement. High priority is given to promoting children's welfare and safety. Staff help the cleaner to maintain good standards of hygiene and cleanliness at the nursery, in order to minimise the risk of the spread of infection. Children are learning to wash their hands after messy play, after using the toilet and before they sit down for meals or snack. They regularly practise the emergency evacuation plan and are learning to stay calm and follow adult instructions during routine fire drills.

Children are given lots of reassurance through appropriate hugs and cuddles. Staff are demonstrative and show genuine affection towards all children. Children are

confident and respond well in a loving, secure and professional environment. As a result, most children's behaviour is exemplary and staff value their cooperation and positive attitudes. Babies communicate without words in various ways and baby signing is an integral part of the provision. They are encouraged to develop all their senses through the examination and use of natural resources, like wooden egg cups, sponges, straw tablemats, brushes and different materials. Skilled staff know when to intervene and extend their play and explorations. The little toddlers play in the glitter tray using paint brushes to make patterns. They have fun making paper hats for a king, queen and wizard. Daisy Bear is the name given to a cuddly toy bear by the big toddlers, whom they take home and parents complete her daily diary. This is an imaginative way to encourage speaking and listening skills at circle time when children recall what Daisy did at home. Daisy also goes on holiday with children and staff, her travels include a trip to Nashville, Tennessee and Skegness. Pre-school buzzes with activity and there is also a separate sensory area for children to retreat to, for quiet, relaxing play. The multi-lingual teacher is immensely enthusiastic and consistently encourages children to use what they know and to learn more. A distinct feature is the eco bags, which children make out of cloth in preparation for school. They personalise their bag with drawings and include a letter to their new class teacher with photographs and a favourite toy. Through the above activities, children effectively develop literacy, numeric, speaking and listening skills. These highly effective measures provide firm foundations from which children continue to develop knowledge, understanding and skills that are required for later life.

Staff know that habits learnt in childhood are often continued into adulthood, therefore, they are always mindful of the type of activities they promote. The effectiveness of encouraging children to adopt healthy lifestyles is exemplary. For example, the cook is dedicated to providing an excellent range of nutritious fresh food and routinely promotes five portions a day of fruit and vegetables. Outdoor play is an integral part of the provision. Children have great fun climbing and balancing on a wide range of quality apparatus at the setting.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
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	1
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

### 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

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
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