

# Kidsunlimited Nurseries - Ladbroke Grove

Inspection report for early years provision

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<b>Unique reference number</b>	EY225148
<b>Inspection date</b>	23/03/2010
<b>Inspector</b>	Arda Halls
<b>Setting address</b>	34 Ladbroke Grove, Notting Hill, London, W11 3BQ
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<b>Email</b>	
<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.

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 Nursery is one of 54 nurseries run by Kidsunlimited Limited. It opened in 2002 and operates over two floors with a number of interconnecting playrooms in a Victorian building in Notting Hill in the Royal borough of Kensington and Chelsea. The nursery is easily accessible with ground floor access and one internal staircase between the ground and first floor. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of 79 children at any one time. There are currently 97 children aged under five years of age on roll. Of these, 26 children receive funding for nursery education. Children come from the local and wider community. The nursery currently supports a number of children with special educational needs and also supports a number of children who speak English as an additional language.

The nursery is open each weekday from 7.30am to 6.30pm for 52 weeks of the year. All children share access to a secure enclosed ground floor outdoor play area as well as a secure enclosed roof garden play area.

The nursery employs 27 staff on a permanent basis. Fourteen of the staff, including the manager, hold appropriate early years qualifications. One member of staff is working towards a qualification.

The nursery is affiliated to the Pre-School Learning Alliance. The nursery receives advice and support from the local authority. The teaching method used is children learning through play, following the Early Years Foundation Stage curriculum.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and settled in this generally child-centred environment where they feel principally safe and supported by the staff. The inspection provides a snap shot of the setting and the care provided on the first day following the re-organisation of the nursery. Children are provided with a fair range of play activities which ensures they are progressing sufficiently in all areas of learning although not all equipment is in place since the re-organisation and evidence to support their learning is not sound. Staff have a reasonable understanding of the Early Years Foundation Stage and encourage parents appropriately to be fully involved in all aspects of their children's care and learning. Planning, observations and assessments are not recorded consistently throughout the nursery. However, children's information about themselves and their care plans are adequately recorded. Sound policies and procedures securely underpin the nursery practice and are available in the entrance of the nursery for parents to view. Partnerships with parents and other settings are sufficient and ensure that information relating to children's progress is shared appropriately.

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

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

- ensure the complaints procedure contains updated details for contacting Ofsted and an explanation that parents can make a complaint to Ofsted should they wish
- provide sufficient induction for new staff to help them understand how the provision operates and their role within it, including matters such as evacuation procedures and safeguarding children procedures
- ensure all practitioners have an up-to-date understanding of safeguarding children issues and be able to implement the safeguarding children policy and procedure appropriately
- take all reasonable steps to ensure that hazards to children are kept to a minimum
- use observations and assessments to identify learning priorities and plan relevant and motivating learning experiences for each child.

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

Good safeguarding procedures are in place and easily accessible for parents to view. Room supervisors have a thorough understanding of the signs of possible abuse and neglect. However, staff understanding of how to act quickly and professionally if there are any concerns about a child is varied. Good recruitment procedures are in place for Kidsunlimited as an organisation, but a sufficient induction is not implemented adequately in the setting. The details for contacting Ofsted and an explanation that parents can make a complaint to Ofsted should they wish is clearly displayed; however, the telephone number is not up to date.

Secure relationships with parents contribute to reasonable outcomes for children. Daily discussions and information about activities ensure there is a shared understanding about most aspects of children's lives. Staff share their knowledge with parents, but a number of staff have limited expertise in childcare and working with parents. As a result, parents' involvement in their child's learning and development is sound, but not fully developed. A selection of children's artwork is on display alongside basic information on activities and the Early Years Foundation Stage curriculum. Parents are provided with newsletters, a comments book and parents meetings once a term to enable them to comment on any area of the nursery practice. There are appropriate links with other providers to ensure information regarding children's progress and development is shared sufficiently.

There is an acceptable number of staff who have childcare qualifications, however, this is not sufficient to promote high expectations of what children can achieve and as a result, children do not easily achieve their full potential. Staff attend in house and online training to update their qualifications. Arrangements are in place with the local authority to ensure training for staff is prioritised to improve outcomes for

children.

Staff have sufficient knowledge of each child and adapt their planning and practice as the children grow, develop and change. This ensures children's individual needs are basically met. Children in the pre-school room enjoy stimulating and child-centred activities where resources are fair and generally well laid out to provide a stimulating place for children to explore, learn new things and make independent choices. Flexible attitudes, good policies and effective everyday practice support most aspects of children's learning, development and welfare.

The relatively new manager uses the Ofsted self-evaluation form to evaluate the service she provides. She works hard to ensure that systems to monitor and evaluate the quality of the provision identify key areas for development. She recognises that priorities for improvement include ensuring staff receive full safeguarding training and developing the staff's professional knowledge and understanding of the Early Years Foundation Stage curriculum.

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

Children generally make good progress as they enjoy a range of interesting activities in the nursery. There is a good ratio of staff to children which ensures that children receive effective care. Creative learning experiences are on offer that excite and stimulate children's enjoyment of learning. Activities such as learning about the diverse community in which they live is well organised and interesting to the children. They are enthusiastic as they learn about one another's countries, flags and expressions used for greetings. Children beam with pride in the pre-school room as they are greeted in various languages; for example in Dutch, German, Spanish, Finnish, Norwegian, Arabic and English. Children dance up and down with excitement as they examine the flags of their countries and compare them to determine the differences in the patterns such as thick lines, thin lines, horizontal or vertical lines. They delight in making their own renditions of the flags with paper and collage materials. They are promoted to make an artistic representation of their flags which increases their enjoyment and promotes their independence and self-worth.

Children are confident when exploring and learning new things. They play an active role in their learning and staff are quick to acknowledge children's skills such as when rolling out dough to make apples for their apple tree. Staff comment how much rounder their apples are and demonstrate a good understanding of children's learning as they ask the children to teach them how to make their apples round. Children's faces light up as they realise their skills are valued.

The resources and activities provided in pre-school are successful in helping children to understand diversity in the society in which they live. They are developing clear ideas about how they treat each other to ensure they develop a positive view of themselves and how to behave acceptably. The children have good self-esteem and they freely express their feelings, asking for help when needed and sharing effectively with others. They make good progress in their

communication, language and number skills as they enjoy a wide range of challenging experiences.

Important steps in early literacy are made as children enjoy books. However, not all book areas are attractively arranged and some books are in a dishevelled state with upturned edges, covers missing and pages wrinkled and torn. Staff demonstrate their understanding of the importance of addressing these issues and make a marked improvement in the course of the day to make the reading corner more inviting. Children wholeheartedly respond and congregate in the reading area for extended periods of time. There are a variety of settings throughout the nursery where children can effectively make marks, draw and write using a selection of pens and pencils.

Children show that they clearly feel safe and are confident in sharing their news or concerns with the staff as they enquire about what the visitor is doing. They understand that a laptop is often used for 'work' and quickly disperse to more interesting activities. They demonstrate a willingness to keep themselves safe through their generally good behaviour and show that they understand basic safety rules such as not running indoors in case they slip or fall and hurt themselves. Discussions on safety are sufficiently supported with the use of books and posters. Children are generally protected indoors and out through the use of risk assessments, however, there are some risks that have not been identified. The kitchen door is not closing properly, some electric sockets are not protected, bamboo fencing is falling down and toilet brushes are accessible to children throughout the nursery.

Children are beginning to understand about a healthy lifestyle as they enjoy an adequate range of healthy foods and drinks regularly throughout the day. They confidently carry out simple hygiene routines, such as washing their hands. Some children comment that they need to wash their hands as they have germs. Children's health is assured as they make the most of the fresh air and outdoor play offered each day. They naturally challenge their physical abilities as they practise climbing, balancing, jumping and throwing in the safe enclosed play areas. They also benefit from pedalling around the garden on a selection of wheeled toys.

## 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	2
The effectiveness of safeguarding	3
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

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### 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	2
The extent to which children feel safe	3
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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## **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