

# Kidsunlimited Nurseries - Regents Place

Inspection report for early years provision

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**Inspection date** 15/03/2010  
**Inspector** Helen Maria Steven

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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

Regents Place nursery was registered in July 2001. It is run by Kids Unlimited which manages 53 nurseries throughout the country. It operates from three units on the ground floor within Triton Square Mall close to Warren Street and Euston. It serves both the local community and families working in the area. The nursery is fully accessible. There is an outdoor space available, solely for nursery children, a short distance from the setting.

The nursery is registered on the Early Years Register to care for a maximum of 78 children at any time. There are currently 78 children from birth to four years on roll; this includes funded three and four year olds. Children attend full-time and for a variety of sessions. The setting does not currently care for any children with special educational needs or disabilities but support a number of children who speak English as an additional language. The group opens five days a week all year round. Sessions are from 7:30am until 6:00pm.

18 staff, both full and part-time, work with the children and there is a supernumerary manager. Over half the staff have early years qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a friendly and welcoming environment where their individual needs are supported well. Enthusiastic and motivated managers work with a dedicated staff team who have a positive approach to their work. They support the children and help them to make good progress in their learning and development. Managers are steadily promoting a culture of reflective practice and an effective self-evaluation process is in place to identify the setting's strengths and priorities for development, thus improving the quality of provision for all children. An effective keyworker system is in place and the setting is looking at ways of strengthening their working relationships with parents in order to fully support children's development and learning. The nursery has links with other agencies in order to support children's individual needs.

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

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

- develop the outside area to include resources and learning opportunities to support all areas of learning and to provide all children with sufficient challenge
- review the environment for babies to ensure that routines, such as lunch times, are reassuring and comforting for all, and that each child has regular opportunities to go outside for fresh air and learning opportunities
- strengthen the partnership working with parents by, for example, involving

them in their children's continuous learning and development, developing the systems in place to communicate effectively and seeking their views on the care and education provided.

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

Children are safeguarded as there are robust recruitment procedures in place and practitioners are aware of their responsibilities. Safety checks and risk assessments are implemented to reduce hazards. Prompts around the nursery remind practitioners about safeguarding issues in order to protect children. The managers apply various strategies to strengthen the security of the premises through both the main and secondary door, for example, changing the door codes regularly and putting up posters to remind parents to not let people into the building, although, at times these instructions go unheeded. An activity room has been created since the last inspection, which provides space principally for physical activities. The nursery has an outside area; this space is nearby, but is not adjacent to the nursery. It has yet to reach its potential as an enabling environment across all areas of learning. The new management team are extremely enthusiastic and motivated to bring about change in order to improve the quality of care for the children. An effective induction system is in place and practitioners access relevant training to ensure that they have the knowledge and skills to work effectively with the children. A pool of practitioners, employed directly by the organisation, cover any staff shortages or illness. Practitioners have developed their skills in Makaton to enhance their communication with children in their care; babies demonstrate an understanding of this and use it to communicate 'thank you' when given a toy. The nursery is involved with the Every Child a Talker (ECAT) project which supports practitioners to create a developmentally appropriate, supportive and stimulating environment in which children can enjoy experimenting with and learning language. Managers are leading and encouraging a culture of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

Practitioners develop friendly relationships with parents, verbal feedback is given daily and parents receive a written 'Day in the Life' feedback sheet, which primarily focuses on their child's welfare. Parents comment on the constructive changes brought about by the new managers and the positive impact this is having on their children. They feel that the staff are respectful and know their children well. Overall they are happy with the nursery and feel able to approach practitioners with any concerns. Parents are able to view their children's 'Incredible Learning Journey' and can meet with their child's keyworker to discuss their progress. Currently they are not consistently invited to contribute to their child's learning and development record, and their views are not routinely sought on the care and education provided. Managers are looking at ways of further strengthening this partnership in order to communicate effectively and have a positive impact on children's development and learning.

There is a very comprehensive range of policies and procedures in place, which is shared with parents on the company website, in a policy file within the nursery and

on notice boards. All required documentation is in place and is very well organised. Notice boards and newsletters are used to communicate to parents and carers. The organisation of the nursery environment has changed and practitioners have negotiated with their managers to find the best solutions for their specific group of children. However, the deployment of resources for the baby room is less effective. They have dedicated areas to support children's learning. However, the 'open plan' approach means that with eight practitioners caring for up to 24 babies in one room, at times it is difficult to ensure that there is a homely, calm and relaxing enough atmosphere to be a comfortable environment for young babies.

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

Children enjoy their time at the nursery and established children feel safe and secure. Planning of the curriculum focuses on the individual needs and interests of the child based on practitioners' observations on their key children. Observations and assessments are collated to evidence children's learning progress; each child has a book called 'My Incredible Learning Journey', which parents can access freely. Children are supported in making choices about their play as they access good quality resources independently and are learning to take responsibility for their environment by putting their things away when activities are finished. The environment is welcoming, for example, cosy areas are created to enable children to relax whilst enjoying books on their own, with their peers and with a practitioner.

Furniture is appropriate for the ages of the children in each room and they enjoy making free choices from pictorially labelled boxes on low level shelving. The sand box in the baby room is only three sided and placed on the floor enabling babies to crawl in to experience the texture of the sand. Older children have opportunities to access the outside area every day to enjoy fresh air and physical activities such as negotiating space with ride on toys and playing parachute games. However, babies do not routinely access this space and provision is not made to ensure that they all have regular opportunities to enjoy outdoor learning experiences to support their sense of well-being and development. Children enjoy singing favourite songs and enthusiastically join in with the actions and use instruments to accompany the tunes. Children's numeracy skills are supported by practitioners who use mathematical language in discussions and include numbers around the nursery, for example, to remind children how many can play in each area. Good interaction from practitioners means that children's enjoyment is enhanced and their learning promoted. Toddlers thoroughly enjoy role playing, based on own first hand experiences. They put dollies to bed, make endless cups of tea, put clothes into the washing machine and demonstrate how they can multitask by washing up dishes whilst holding their mobile phones! This creativity is enhanced as practitioners use fabrics to create a den which children gleefully sit in to 'eat' their picnic. Children have opportunities to explore different media, they make three dimensional models using boxes and are confident to explore and try new things, particularly enjoying sensory materials where there is no desired end result. Children mark make, choosing their media from well equipped art areas, however, they are not routinely supported to label their work. Computers and electronic toys

are available to encourage children to develop skills in ICT.

Children develop an understanding of personal hygiene as they hand wash routinely before eating. Nappy changing is primarily carried out by keyworkers to enable this time to be used for one to one communication. Children enthusiastically tuck in to their meals which are prepared freshly on site each day supporting their individual dietary needs. Babies milk is prepared in the separate milk kitchen and they are bottle fed whilst being held close, snuggled into their keyworker. Children are encouraged to develop their independence by serving and feeding themselves; younger children are supported by practitioners. Logistically, lunchtime routines for babies are challenging due to the current organisation of the room and do not have a social 'homelike' feel to ensure they are familiar and comforting for babies. Children learn how to behave appropriately as practitioners have a consistent and positive approach to managing children's behaviour, teaching the children to self-manage their behaviour and supporting children in learning how to share and take turns. Children learn to keep themselves safe as babies are reminded to sit down when they use the slide and children practise fire drills each month to develop an understanding of how to evacuate the building safely in an emergency.

## 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	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	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>	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	2
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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