



Kidsunlimited Nurseries - Bramingham Park

Inspection report for early years provision

Unique Reference Number	EY291389
Inspection date	05 May 2006
Inspector	Sarah Catherine Jex / Margaret Coyne
Setting Address	79 Lucas Gardens, Bramingham Park, Luton, Bedfordshire, LU3 4BG
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Registered person	Kidsunlimited Nurseries
Type of inspection	Integrated
Type of care	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

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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?

Bramingham Park Nursery is one of 45 nurseries run by Kids Unlimited. It originally opened in September 1996 and changed ownership in 2004. The nursery operates from seven rooms in a purpose-built, two storey building. It is situated in the town of Luton, Bedfordshire. A maximum of 134 children may attend the nursery at any one time. The nursery is open each week day from 07:30 to 18:30 for 52 weeks of the year. All children share access to a secure outdoor play area.

There are currently 120 children from 3 months to under 8 years on roll. Of these 52 receive funding for nursery education. Children in attendance come from a wide area, this includes other towns and villages in Bedfordshire. The nursery currently supports children who speak English as an additional language.

The nursery employs 27 staff, 20 of the staff including the managers hold appropriate early years qualifications. There are 2 staff working towards an appropriate qualification. Staff receive on going training and support. The nursery receive support from a training officer in education and the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children stay healthy because staff follow effective health and hygiene policies and procedures. Staff's practice is reflected in the written procedures. For example, they are vigilant and swift when cleaning up after meals, snacks and messy activities. Tables are wiped before children sit down to eat and staff demonstrate good practice when changing nappies, they wear gloves and aprons which are changed between children and mats are wiped using antibacterial spray between each child. However, there is no written evidence in place that ensures the cleaning rota is carried out on a regular basis. Children are informed in simple terms why hygiene practices are important to prevent cross infection. For example, when washing hands and wiping their noses. However, tissues need to be at a level where the children can reach them which would encourage them to wipe their own noses. Older children have a very good awareness of how and why we wash our hands and when it is important to do so. Younger children develop their understanding through discussion, being involved in the process and through the positive role modelling of adults. Overall the high standard of cleanliness throughout the nursery contributes to the children's good health. Toys throughout the nursery are maintained to a good standard. Accident and medication procedures and records are robust and ensure that children receive appropriate care. A high percentage of staff hold first aid certificates and are aware of how to administer first aid to the children.

Children's health is promoted by a wholesome, nutritious and balanced diet which is devised by qualified nutritionists. Menus are displayed and are on a four week rotation. There are three different menus daily, babies, non-dairy and normal which has a vegetarian option. Meals and snacks are freshly prepared using fresh fruit and vegetables. Mealtimes are relaxed, social occasions where children sit in small groups with staff, talking together, learning about table manners and enjoying their food. Children are encouraged to try a variety of foods increasing their awareness of a range of tastes. Children have use of a knife, fork or spoon. They are encouraged to eat independently depending on their ability. Staff are aware of each child's individual dietary needs and ensure these are met. Babies are fed in line with personal routines and by consistent carers which helps them relate to an adult and become contented. Throughout the nursery staff sit with the children and engage them in conversations using rich language about healthy eating and how it makes them big and strong. Older children use a rolling snack bar system where they

access fresh water and fresh fruit, some of which they prepare themselves. When children come in from physical play they are encouraged to drink more water. Younger children are offered drinks regularly throughout the day.

Children enjoy daily opportunities for outside, physical activity. They can run around and practise skills, such as climbing and balancing using the fixed equipment in the nursery garden. Children enjoy playing games which promote hand and eye coordination, including rolling the ball to each other and have fun playing imaginative games in the large static play equipment. Children learn to negotiate space steering themselves when running and on bikes or scooters around each other and equipment. They begin to learn about the effect of exercise and the weather on their bodies. For example, they talk about being hot or cold and being out of breath after running. Children's development of large motor skills is promoted by the staff who are actively involved in the games, encouraging children to try new activities and demonstrating techniques. For example, they demonstrate rolling the ball to each other whilst singing a song which encourages the children to recognise their name and enables them to take turns and share. Children's dexterity and hand and eye coordination is developed as they enjoy playing with small world figures, manipulate large puzzle pieces cooperatively together and cut, glue and paint using a variety of tools. Staff use the 'Birth to three matters' framework well to provide a good range of physical play experiences for babies and younger children. They reach for the colourful hanging beads in their room and are learning to express themselves in different ways in order to make their wants and needs known. Children are encouraged to nap and sleep as required and babies follow their routine from home. This benefits all children as individual sleep patterns are observed.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming environment which is very well-maintained and shows examples of children's work, displays of photographs and information for parents. Children stay safe because there are effective measures in place regarding people having access to the building. All parents and visitors are greeted at the door and visitors sign in and out. Staff recognise hazards and take positive steps to minimise these. Comprehensive risk assessments are carried out and all staff share in the responsibility for keeping the children safe. Children learn about safety through appropriate risk and challenge. Staff help children gain an awareness of keeping themselves safe in the nursery as they explain and practise simple procedures such as emergency evacuation and explain the boundaries necessary to keep children safe, such as not throwing sand and picking toys up so others won't trip and fall which develops a sense of responsibility and respect for equipment.

Staff effectively explain safety to the children in a simple but positive manner aimed at their level of understanding so they can operate safely within their environment. Older children from the before and after school club are aware of the rules when staff use the walking bus to collect children from two local schools through discussion and role play. Babies and young children are provided with safe areas to enjoy both inside and outside. Written records are kept of the regular checks made by staff when

they are sleeping. The daily records include details of food intake and nappy changes. Children's dietary and allergy information is displayed in the rooms, kitchen and milk kitchen which ensure they are given suitable meals and snacks.

Children have access to a wide range of play materials, furniture and equipment which are safe, of a good quality and age-appropriate. These are well-organised throughout the nursery in child height stages to encourage children to gain safe access to their resources. Children are provided with activities which are fun, interesting and offer appropriate challenge. They are encouraged to select their own activities and play materials. This helps children to develop emerging independence skills.

Children's welfare is safe-guarded and promoted through current policies and procedures for the protection of children. Staff are knowledgeable about child protection and all procedures are up to date. Their good practice guide ensures any concerns are dealt with in a sensitive manner and a designated person is responsible to share information with outside agencies to ensure children are protected at all times. Staff are encouraged to extend and update their understanding by attending additional training.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy, contented and secure throughout the nursery. They have a sense of belonging as they come into the nursery and know the routine, which is flexible and takes account of children's individual needs. They confidently access the stimulating and challenging range of activities and are forming secure relationships with the staff and other children. Children benefit from the very positive, high quality interaction from the staff who smile and laugh with the children which promotes their development and self-confidence. They are becoming self-sufficient when using the toilets and washing hands. However, children's independence skills are not extended at snack and mealtimes where children have limited opportunities to pour their own drinks, help themselves to food or cutlery and when asking children to put their own coats on.

Babies and younger children have access to a wide range of equipment and resources made available to them by the staff. They have close contact with the staff and are held when feeding as well as having cuddles on request. Babies are happy and very well settled with the staff. They move around the play area safely and explore the resources that are within their reach. Babies are encouraged to progress to the next stages in their development and staff sensitively feed this information back to the parents so they are aware of the activities their babies have been involved in. They clearly benefit from the routines which are consistent with those at home. They enjoy the various activities such as treasure baskets, exploring natural objects and the manufactured toys with bright colours and noises. Babies and young children develop their communication skills as they respond to others around them. With the use of verbal and non-verbal language they make their needs known to staff that are adept at interpreting their needs. Children of all ages play with a variety of

resources that are attractively set out for them by the staff such as paint, sticking, playdough and other messy activities. Children are able to move freely between the different resources available to them. They enjoy playing with the water and sand and explore the many different ways in which they can move it, scoop it, pour it and stir it. Toddlers enjoy crawling around as well as tottering about on their feet. This allows them to use previously acquired skills as well as improving on the new skills they have learnt, such as, walking around carefully. Children show curiosity, interest and ask questions. They are encouraged to complete tasks such as puzzles and art work before moving onto another one. They receive regular praise for their efforts and achievements.

Staff have a sound awareness of and use the 'Birth to three matters' framework, this has a positive effect on the younger children's achievements. Staff plan and evaluate activities in line with this framework and have gained a secure knowledge about what children are doing and how they learn.

Children demonstrate levels of confidence and self-esteem, this is being achieved by the consistent support and guidance of the staff. Younger children often seek out staff to share experiences with or to gain support for an activity. Older children are able to resolve their differences when any conflicts arise. They are encouraged to talk about it and find their own solutions. This provides children with the skills to become aware of others and negotiate differences. Children have pride in their work as it is displayed attractively around the nursery for their friends and parents to see. Children are responsive to the constant praise and encouragement that is provided by staff. This has a clear impact on their self-esteem and encourages them to try new tasks and participate in activities. Children of all ages and abilities develop a concept of counting, sorting, shape, colour and problem solving through the very well planned and managed activities on offer.

The nursery provides a before and after school club which also includes an all day holiday group for older school aged children. Children have their own room which is well resourced with appropriate sized toys, furniture and equipment to promote play opportunities. During the holidays the group have themed days such as the 'wild wild west' and 'I spy detective'. The various play activities take into account the children's range of ages and abilities. Staff plan alongside the children which provides a variety of fun, stimulating and challenging play

Nursery Education

Children are progressing successfully due to the staff's firm knowledge of the Foundation Stage and how children learn effectively. Achievements are clearly linked to the stepping stones and regular written observations are completed of children participating in various activities which are recorded as notes and a formal, focused observation is recorded on a regular basis. All the observations are linked to the relevant areas of learning which demonstrates the staff's awareness and understanding of what the children are doing. Staff are confident to change or extend activities as necessary and ask questions of the children which extends and promotes learning. Children are set achievable tasks and receive praise and encouragement to try and persist at activities until they are complete. Staff know the children very well and effectively manage their individual needs. They make time to

talk to them, explain if the child is unsure and always speak to the child on their level. This encourages children to feel valued and important. Children's assessment records include the next steps for learning, this enables all children to reach their potential in learning. Each child has a portfolio containing examples of their work, photographs and clear comments from staff to provide more detailed observations about their progress. Staff have a sound awareness of each child's individual needs and their starting points in order to move them forward. Key worker groups enable staff to assess each child's individual needs. Staff use systems well to ensure children with special needs are fully included within the nursery activities and routines. Evaluation of activities is thorough and provides staff with information about where they have been successful in promoting learning and any aspects which need improvement. Planning is excellent, very detailed and shows interesting activities which challenge and stimulate most children. This gives a clear picture of the aims and objectives of each activity and an evaluation ensures it is meeting the needs of all children. Good quality resources support children's learning in all areas, enabling children's independence and allowing them to make informed choices in what they play with.

The quality of teaching and learning is good.

Children are engaged and happy in both their structured learning sessions and their free play time. They have a strong sense of belonging as they greet each other and seek out friends to share play with. Behaviour is good as the children know the routines and what is expected of them. They are beginning to understand and respect the values and feelings of others. Children enjoy being part of their group. They generally work well together and are ably supported by the staff when behaviour issues arise. Children are beginning to understand about different cultures and topics assist their development in this area, helping them to appreciate their own culture and the cultural traditions of others. Children enjoy circle time and break into smaller groups for structured learning. For example, cooking, gardening and soccer groups. Effective deployment of staff within these learning sessions aids children's concentration and learning. Staff know the children well, know when to step back and let the children take over an activity. A good balance has been created between adult-led and child-initiated play giving children skills to be successful in most tasks.

Children take part in spontaneous, meaningful conversations, they listen to staff, their peers and respond to instructions. They are inquisitive and staff are experienced in asking the children open-ended questions that make them think, recall past experiences and demonstrate their knowledge and understanding of different subjects

Children's vocabulary is growing and new words are introduced during the activities and as they recall and describe past events and experiences. They interact well with each other, listen to stories and join in with songs which are familiar. An attractive range of books are in place for the children to enjoy. However, the area is uninviting for the children to relax and enjoy the books. They have regular access to various writing materials and computer programmes which develop their hand and eye coordination and extend other areas of learning. Opportunities are limited for children to use mark making skills in role play, this would extend the activity and further develop their understanding that words carry meaning. Children are introduced to

various activities which encourage counting, sorting, grading according to size and simple calculating activities. For example, role play at a bakers shop activity. Children were encouraged to take turns to be a shop keeper and customer. This activity incorporated mathematical skills and language skills linked with real life experiences. Music and instruments are also available and this is reflected in the planning.

Children use large movements during physical play outside, they are developing a sense of space, health and bodily awareness. Children use equipment, tools and materials which promote the use of their small motor skills. For example, children are involved in threading beads, painting with different implements, cutting with scissors and construction with different brick and blocks. Staff are excellent role models and inspire, praise and encourage children to try things for themselves. They encourage children to gain the confidence to succeed and support them well as they aspire to do so. Staff are enthusiastic and this impacts on the children's enjoyment and learning.

Helping children make a positive contribution

The provision is good.

Children have access to a meaningful range of resources and activities to promote a positive view of the wider world. Diversity is celebrated in the nursery through discussion, books, music and enjoying festivals. Children benefit from the staff's positive attitudes, they present themselves as sensitive role models and are willing to talk to children and to answer any questions they have about people who are different to themselves. This in turn helps children relate to others and gain a secure understanding of the needs of others. All children are valued and respected as individuals and all their needs are well documented and implemented. Children relate well to staff and their peers and begin to learn to understand the needs of others. Children's spiritual, moral, social and cultural development is fostered because staff make every effort to demonstrate to children the benefits of getting on with each other and the importance of respecting and celebrating everyone's differences. All children are welcomed into the nursery and appropriate plans and systems are in place to support any children who have special needs.

Children have a good understanding of the boundaries within the nursery and respond to direction from adults in a positive way. They respond positively to the consistent approach followed by all adults and this impacts clearly on their security and confidence as they know what is expected of them. Behaviour management issues are managed effectively and children respond to the appropriate strategies used, such as distraction, explanation and compromise. Children are learning to share in the responsibility for their own behaviour as they learn to listen to others, share and wait turns and being kind to their friends. Children feel valued and secure as they are cared for by staff who respond to issues in a calm and patient manner. This helps the children to recognise that there are consistent boundaries in place and this helps them to develop an awareness of their own needs and the needs of others.

A good partnership with parents contributes significantly to the children's sense of belonging, security and well-being. Staff are welcoming and friendly and make every endeavour to build effective relationships making parents feel secure and at ease,

confident with the care provided for their child. Parents are fully informed about their child's progress and achievements and their involvement impacts greatly on the children's safety, care and learning. Notice boards are available throughout the nursery which are regularly updated and include information about the nursery procedures, curriculum and various information on children's health. Parents have access to the 'Birth to three matters' framework and Foundation Stage curriculum which they can gain valuable information about this is implemented in the nursery. Parents are invited to regular open days and events and are encouraged to be involved in their children's learning. They receive information about current topics and are invited to participate. When dropping off, some parents observed being very positive with staff. This impacts on the children's sense of security and confidence.

The quality of the partnership with parents and carers is good.

Organisation

The organisation is good.

The nursery has a dedicated staff team who present themselves as positive role models for the children to relate to. Each staff member brings their own experiences and strengths to enrich the experiences for the children. This promotes positive outcomes for children. High regard for the well-being of the children, their group sizes, adult support and well planned activities, contribute to children's well-being, enjoyment and achievements. A robust and stringent system is in place regarding the employment of staff and induction training which safeguards the children's welfare. Staff work extremely well together to develop planning which impacts on the children's play, learning and partnerships with parents. Good systems are in place to evaluate and assess their practice. This contributes continuity to the children's care.

The premises are very well-organised. Indoor and outdoor space is effectively arranged to maximize the play opportunities for children, contributing to the extensive, imaginative and safe environment for the children they enjoy.

Highly efficient organisation of all records and documents ensures children's welfare is safeguarded and promoted. This enables parents to play an active role in their child's care. All staff are committed to the continuous evaluation and improvement of their practice. They regularly monitor and improve the quality of their care through thorough evaluations. All complaints are logged and procedures are met including a written response to any complainant. The managers work closely with the head office management team to revise policies and procedures for the whole nursery chain and implement the practice within the nursery.

Children's care is considerably enhanced by the sound quality and standard of organisation. This aids the children as they move through the nursery from the baby room to pre-school. The management have clearly defined roles and responsibilities. They continually enhance their knowledge through training and provide a thorough training program for all staff. Staff have a considerable knowledge of the National Standards which they are committed to applying throughout the nursery. This is complimented with their knowledge of the 'Birth to three matters' framework and the Foundation Stage curriculum. The management has a clear vision for the setting and

they acknowledge the importance of personal development for the children and staff alike.

The quality of Leadership and Management is good.

Overall the needs of the children attending are met.

Improvements since the last inspection

At the last inspection the provider agreed to complete the following actions and recommendations in connection with the care inspection.

Demonstrate how managers will support and monitor staff to ensure that children's individual needs are effectively met at all times of the day, ensure staff support children in gaining a variety of first hand experiences which enable them to make choices as they develop their knowledge skills and understanding, inform Ofsted of any changes, or significant events within 14 days, ensure when managing incidents, comprehensive records are suitably maintained in adherence with local Area Child Protection Procedures, demonstrate how equipment and toys will be provided to help create an accessible and stimulating environment for children, demonstrate how you will ensure that strangers are unable to access the premises, ensure that practices enable children to rest safely without disturbance, ensure that children are kept safe and staff are able to recognise, react and prevent risks to children and ensure that children's individual needs take priority over daily the routine.

The nursery have implemented all of these issues. Managers support and monitor staff by appointing each room a senior and the two managers are available throughout the day to relieve staff or support them to ensure children's individual needs are met at all times of the day. Staff appraisals have been completed and training has been identified and pursued. Staff support children's learning through introducing a core curriculum, 'Birth to three matters' framework, planning has been changed and a wider choice and variety of activities are available for the children. Smaller group activities allow children to have first hand experiences which are supported by staff. For example, outside, creative and messy play. Foundation Stage children are divided into smaller appropriate groups with staff concentrating on specific skills. For example, cookery, gardening and soccer. The provider ensures Ofsted are contacted within appropriate timescales of significant changes or events. All records are maintained in adherence with ACPC guidelines when dealing with incidents. Equipment and resources now create an accessible and stimulating environment for children this has been done by looking at and rearranging the classrooms, ensuring toys are arranged and accessible with appropriate toys for all areas of development, these are accessible to children for free choice. Staff are encouraging children to use other objects and making something from nothing. An intruder policy has been put into place. The entrance to the building has a coded lock, visitor and staff sign in and out, stickers have been introduced and a senior member of staff monitors access. Children are able to rest without disturbance due to the set up of the rooms have been changed which allows other children to play. Toddlers beds are arranged in a star shape which enable the children to move freely between the beds when woken up. Pre-school children can sleep in the after school

room. Behaviour management training has been completed with staff, the smaller groups help the staffs awareness and management of the children. Staff manage this very well their awareness has been greatly raised. Risk assessments are carried out a monthly classroom assessment is completed and a health and safety responsibility has been created. A behaviour management system is in place Amber, Red, Green stickers, this is shared with the parents. Children's individual needs takes priority this has been accomplished by the changes in planning, staffs awareness and training, changes in the rooms and staff seeing from the child's level and ask themselves 'what is it like to be a child here?'

At the last educational inspection the nursery agreed to three key issues

To improve the book area to encourage children to read more easily, to provide more opportunities for children to count, calculate numbers and solve problems and for staff to become more involved in the home corner.

The nursery has implemented most of these issues. Staff have attended training through local authority to develop their skills, resources and ideas for mathematical activities have been updated. A maths area has been developed within the classroom. Simple science activities are developed with the children to carry out appropriate maths activities such as weighing and measuring. Staff are actively involved in the home corner, they support children's play well and interact with the children helping to extend their imaginative play. The book area has a wide range of suitable age appropriate books which are well maintained. However, the area remains uninviting with limited comfy seating for children to relax in and enjoy books.

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 aware 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):

- ensure good hygiene practices are maintained and practised throughout the Nursery with regard to the children being able to access low level tissues and keeping a record of cleaning checks
- develop children's independence skills by encouraging them to put their own coats on and promoting self- selection at snack and mealtimes.

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):

- extend opportunities for children's mark making skills in role play
- develop the book area so it is more inviting and encourages children to enjoy looking at books

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