



Kidsunlimited Nurseries - Macintosh Village

Inspection report for early years provision

Unique Reference Number	EY301199
Inspection date	16 February 2006
Inspector	Christine Myerscough
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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

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.

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?

Kidsunlimited Macintosh Village Nursery opened in 2005. It operates from 10 rooms in a purpose-built building in the city centre of Manchester. A maximum of 144 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 until 18.00 for 52 weeks a year, excluding bank holidays. Children have access to secure enclosed outdoor play areas.

There are currently 108 children aged from 5 months to under 5 years old on-roll. Of

these, 15 children receive funding for nursery education. Children come from a wide catchment area as most of their parents travel to work in or around the city centre. The nursery currently supports children with special educational needs, and also supports children who speak English as an additional language.

The nursery employs 24 staff who work on either a full or part-time basis. The manager is supernumerary and most staff hold appropriate early years qualifications. The nursery receives support from the Sure Start early years team and is a member of the National Day Nurseries Association (NDNA).

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Risk of cross-contamination to children is minimized as clear and effective policies and procedures help to prevent the spread of infection. For example, staff follow consistent hygiene practices to maintain children's good health. They wear disposable gloves for nappy changing, aprons when serving food and ask visitors to wear a protective foot covering over their shoes before entering the baby room. Children show good levels of independence in their self-care skills as they follow well-established daily routines. They remember to use soap when they wash their hands and place their paper towel in the bin after use. Staff are attentive to the personal care needs of the younger children, such as wiping their nose when needed, putting on their bibs at mealtimes to keep them clean and arranging their clothing to help them feel more comfortable. Those responsible for food preparation hold food hygiene certificates to ensure that they comply with current guidelines to keep children free from harm.

Children are well nourished and benefit from a balanced diet to promote their growth and development. Meals are prepared on a daily basis by the nursery cook using fresh produce, such as fruit and vegetables. Children enjoy a good range of foods and develop a positive attitude towards healthy eating. They talk about eating up their dinner so that they have plenty of energy for their dancing. Pride is shown as they compare the size of their muscles with those of their friends. Staff create inviting surroundings to ensure that mealtimes are appealing to children. They place a cloth and a centre piece on the tables and allow plenty of time for children to relax and eat their food. Children show good levels of independence as they confidently feed themselves using appropriate cutlery. The menu is checked by a registered nutritionist and is on display to provide information for parents about the meals on offer to their children. Children's specific dietary needs are very well catered for. Staff obtain thorough information from parents regarding cultural preferences and any food allergies. Effective procedures are in place to ensure that all staff are fully aware of individual requirements to ensure that children's needs are met. Good emphasis is given to children drinking water throughout the day to keep them well refreshed. Children have ready access to covered jugs in their play rooms and their beakers have their names or photographs attached.

Children's health is well safeguarded. For example, several staff are qualified in first

aid so are in a position to administer treatment, if necessary. Staff are proactive in attending to children's individual health needs. They work alongside parents and seek guidance from qualified health professionals to ensure that medical advice is followed, when needed. Staff act in children's best interests if they appear unwell at nursery. They carefully monitor their welfare, such as taking and recording their temperature at regular intervals before parents arrive to collect them. Effective systems ensure that medicines are appropriately administered.

Children enjoy physical activity which contributes to a healthy lifestyle. They show an eagerness to be outdoors and love the fun of freedom of running around and playing in the outdoor areas. Chasing their friends produces plenty of excitement. They develop their confidence and physical skills as they use outdoor equipment such as, wheeled vehicles, balls and hoops and take part in parachute games. Activities, such as yoga and soccer tots, help them to learn about the importance of healthy living and exercise. Relaxing background music helps children to unwind and rest their bodies.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

A clean, bright and well-maintained environment helps children to feel secure. The nursery is well-designed to ensure that the surroundings are free from hazards. Positive steps are taken to prevent accidents. Children are well supervised as staff position themselves appropriately around the room and outdoors so children are always in their sight. A member of the management team acts as a health and safety officer and regular risk assessments contribute to identifying any potential dangers.

Good fire precautions are in place. Children become aware and familiar with safe practices as procedures for evacuation of the building are carried out on a regular basis. Babies are transported in specially designed cots in order to evacuate the nursery quickly. Staff take out pre-prepared bags carrying essential items, such as nappies, drinks and contact details of parents in case they are needed. Good security arrangements prevent unwanted entry and keep children safe. For example, there is close circuit television in operation at the entrance area and parents use a key-coded system before gaining access into the building. Clear procedures ensure that children are only collected by people authorised by parents and an agreed password system provides extra protection.

Children access good quality toys and equipment which are well-maintained and conform to safety standards. This ensures that they do not pose any risks to children. Children make decisions about what they want to play with as resources are at their height to promote their independence. However, some of the rooms for children under the age of three lack a variety of resources, particularly books and materials for role play. This limits children's choice. The layout of the furniture allows children to move around freely and with confidence without the worry of injuring themselves.

Children's welfare is sufficiently protected. Clear child protection procedures are in place and staff are aware of their roles and responsibilities in the event of identifying a concern.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and well settled in a relaxed and supportive environment. This enables them to develop a positive disposition to learning and enjoy themselves. They quickly engage in activities on arrival and are secure in the routines of the nursery. Children relate well to staff and are at ease in their company. They are well-nurtured through gentle handling, cuddles and soothing words contributing to their sense of wellbeing.

Staff make effective use of the Birth to three matters framework to inform their planning and practice. Children enjoy stimulating activities and benefit from a good range of natural materials and experiences to promote their sensory development. This has a positive impact on their concentration levels and they develop an enthusiasm for exploration. Babies show curiosity as they stretch out for objects in their treasure basket and feel the different textures of wood, leather purses and metal bowls. Toddlers show amazement as they experiment with gloop and put their fingers into paint and flour. Great emphasis is placed on singing songs and children eagerly wait in anticipation for their usual tickle at the end of a rhyme. Children become engrossed as they listen to stories as they sit together with their mouths open wide as they wait to hear the endings. These activities capture their interest and contribute strongly to children's developing communication skills. Babies have a spacious indoor area and have some opportunities for outdoor play experiences. They eagerly explore their surroundings, reach out for toys and practise their crawling skills. Babies smile with delight as they take a few steps across the room. They stand and wait to be personally applauded as staff cheer them on.

Nursery Education.

The quality of teaching and learning is good. Plans are clearly linked to the stepping stones. They reflect a varied and interesting programme of activities across the six areas of learning. This motivates children to learn. Staff's good awareness of children's capabilities through carrying out regular observations helps them to plan effectively to meet children's developing needs and interests. However, children's individual assessments are not completed regularly to record their progress. A good balance between adult and child-initiated activities enables children to consolidate their learning and practise skills at their own pace. Staff are skilled in their interactions, deploy themselves effectively and ask skilful questions to challenge children's thinking. As a consequence, children benefit from a good amount of support and encouragement to foster their confidence and learning and make good progress in their development.

Children play purposefully and explore the wide range of activities on offer to them with interest and enthusiasm. They show good levels of concentration as they persevere with jigsaws and play for considerable periods in the water tray. Children separate with ease from their parents and happily wave goodbye. Good cooperation is shown as they spontaneously organise a hairdressers shop and arrange each others hair. Children are independent as they manage their own personal hygiene and put on their own coats before they go outside to play. As they relax to eat their

breakfast, they talk freely about family members and their home-life. Confidence is shown as they personally introduce themselves and ask questions to find out why visitors have come to their nursery. They are beginning to link sounds to letters and successfully recognise their name on their cups. Children make good attempts at writing their name producing recognisable letter shapes with good pencil control and concentration. They listen intently to stories and develop an enjoyment of books. Children particularly love the Oxford Reading Tree books and show great interest in the characters, recognising some familiar words.

Children use mathematical equipment well to support their learning. They willingly attempt to count how many children are in the line before they go to play outside and recognise several numbers on the till and calculator. They use mathematical language, such as big and little routinely in their play, as they talk about the sizes of the different animals, shells and pebbles. Children successfully sort and match their dinosaurs and fruit by colour, size and quantity. They develop early calculating skills and estimate how many more toy elephants they will need to place on the scales. Children show enthusiasm as they measure how much rain water they have gathered in their jug at their weather station. They show an interest and name different shapes as they make patterns on their cork boards. Planned activities help children to understand the changes that occur. For example, children plant seeds and know that they must water them to help them grow. Investigating and examining bugs under magnifying glasses helps them to look closely at similarities and differences. Fascination is shown as they use magnets to pick up nails. Children show confidence on the computer and operate it independently using the mouse with good control. They have good design and making skills and produce many models using a range of construction kits. Looking and commenting on photographs of themselves helps them to differentiate between past and present events.

Children control their movements with increasing skill. They show determination as they walk along balancing blocks and have some opportunities to practise their climbing skills, although these are not sufficiently challenging. A spacious outdoor area allows children to competently kick and throw balls and ride bikes at speed. Good support and encouragement from staff gives children confidence to try the obstacle course as they jump into hoops, balance along a rope and position themselves to try to score a goal in between the cones. They negotiate space successfully as they stretch out their arms and pretend to be planes manoeuvring in between the play-equipment. Children use tools competently and safely as they hammer nails into their shapes and spread butter and jam on their toast with knives. Children enjoy playing imaginatively. They take on different roles, put on dresses and hats as they pretend to visit the shops. Children concentrate well as they explore different sounds. They tap out simple repeated rhythms on the drum, shake their tambourines with gusto and spontaneously laugh out loud together. Children begin to reflect their own ideas as they make and paint their own creations and models from junk. They draw freely and produce detailed pictures of their family members.

Helping children make a positive contribution

The provision is good.

Children from a variety of backgrounds are warmly welcomed and their individual needs are well met. They feel valued because staff divide their attention equally and create an environment where they are treated fairly. This helps children to feel good about themselves. Important events in their lives, such as birthdays, are celebrated at the nursery so they feel special. Children make their feelings known and feel comfortable in expressing their desires. For example, staff introduce babies to a pre-verbal communication system. This encourages babies to use simple hand gestures to communicate their wishes, such as when they need another drink.

Children are developing a positive view of the world around them through planned activities and a range of resources which reflect diversity. For example, they participate in activities linked to different cultural celebrations. Older children are learning to speak basic words and to write their name in French. They take pride in pointing out their paintings of the French flag on display on the wall. Children with special needs are very well supported and fully included in activities. Staff work closely with parents and outside agencies to ensure that activities are developmentally appropriate, challenging and monitored to meet children's individual learning needs. This enables them to reach their potential. Children are well behaved and develop a positive self-esteem. Staff act as good role models and use effective techniques to divert their attention. Children show care and concern towards others as staff adopt a calm approach to promote respectful relationships. Emphasis is placed on sharing and being kind. Frequent use of praise supports children's efforts and fosters their self-confidence. This positive approach fosters children's spiritual, moral, social and cultural development well.

The partnership with parents is good. Open and friendly relationships with parents contribute to meeting children's needs successfully. Parents speak positively about the nursery. They find staff very approachable and are happy with the care that their children receive. Children benefit from continuity and consistency of care as effective systems are in place to exchange information. For example, staff complete a written record on a daily basis to keep parents up-to-date with their child's day, such as their eating habits, sleeping patterns and achievements. A newsletter, twice yearly meetings and an invitation to be part of a parent nursery association provides for open discussion and closer relationships. Good opportunities are available for parents to become involved in their children's learning. Children take their creative work and photographs of themselves home with them so that their experiences can be remembered with family members. A shared reading scheme is also in place which allows children to take home a book to read with their parents. Good information is available about the Foundation Stage curriculum and parents are happy with their children's progress towards the early learning goals.

Organisation

The organisation is good.

Children are cared for in a positive environment. Space and resources are organised so that they can freely express themselves. As a result, children are independent and make decisions about their play and learning. Children benefit from an enthusiastic and organised staff team who communicate well together. They are clear about their

roles and responsibilities which enables them to work effectively to meet children's needs. Staff follow children's interests and deploy themselves well. This enhances children's self-confidence and contributes to them feeling relaxed in the nursery.

Records and documentation are well organised to maintain a safe and efficient service to ensure children's welfare. Comprehensive policies and procedures form an effective operational plan and support staff successfully to promote positive outcomes for children. Kidsunlimited have an in-house quality standard system and carry out unannounced visits to ensure that good standards of care are being maintained. Children's welfare is fully safeguarded as recruitment and vetting procedures are robust to ensure that all staff are suitable to work with children.

The leadership and management are good. The management team are competent and work well together to ensure the nursery runs smoothly. There is a strong vision for the future development of the nursery with action plans and timescales to meet specific aims. Effective systems are in place to monitor and evaluate the nursery education. Kidsunlimited employ their own care and curriculum team who visit the nursery to offer support and advice to staff.

Overall, the provision meets the needs of the children who attend.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There are no complaints to report. 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.

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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):

- provide a wider variety of toys for children under the age of three
- ensure babies have more regular opportunities for outdoor play experiences

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):

- provide more challenging experiences for children to develop their climbing skills
- ensure assessment records are completed on a more consistent and regular basis.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk