



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 305135

DfES Number: 516053

INSPECTION DETAILS

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| Inspection Date | 15/01/2004 |
| Inspector Name | Steven Anthony Urry |

SETTING DETAILS

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| Day Care Type | Full Day Care |
| Setting Name | Kidsunlimited Nurseries |
| Setting Address | Countess of Chester Nursery Countess of Chester Hospital, Liverpool Road Chester Cheshire CH2 1UL |

REGISTERED PROVIDER DETAILS

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| Name | Kidsunlimited 2102771 |
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ORGANISATION DETAILS

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| Name | Kidsunlimited |
| Address | Kids of Wilmslow Ltd, Westhead 10 West Street Alderley Edge Cheshire SK9 7EG |

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Kids Unlimited opened in 1994. It operates from a purpose-built, one storey building, consisting of four rooms, which are divided into age appropriate areas. It is situated in the grounds of the Countess of Chester Hospital, on the outskirts of Chester. It caters for children from a wide surrounding area.

There are currently 93 children from birth to five years on roll. This includes 16 funded three year olds and six funded four year olds. Children attend for a variety of sessions. There are no funded children who have special educational needs or who speak English as an additional language.

The nursery opens five days a week all year round, except for Bank Holidays. The hours of opening are 7.00. to 18.00 hours

Seventeen full time staff work directly with the children, of whom four work with the funded three and four year olds. Of these; fifteen hold a relevant qualification in child care, with one currently completing NVQ level two and the other level three. They are supported by a teacher from the Early Years Development Partnership.

How good is the Day Care?

Kidsunlimited Day Nursery provides good care for children aged 0 - 5 years.

Staff plan and provide opportunities for children's learning and development. The facility is keen to promote positive relationships with children and their parents to help meet the individual needs of children. Parents are actively encouraged to be a fully involved with their child's induction into the Nursery.

Staff demonstrate clear knowledge and understanding of their role within the setting. Staff plan well and utilise resources to benefit the children attending the nursery. Children are grouped in order that they feel secure within the nursery environment.

Staff work as a team. Staff are welcoming and relaxed in their interaction with all children.

There are clear systems in place for monitoring children's achievements. Staff use their observations for planning future activities based on the individual learning needs of the children.

Staff's interaction with the children is balanced. Children are able to play and learn independently. Role play and imaginative play is actively encouraged. Children are given opportunities to initiate their own activities and explore freely whilst at other times receive the support and direction of staff.

Good behaviour is valued and encouraged at all times, according to the child's individual age and understanding. The staff listen to and value what children say, they talk with them about what they are doing.

There is good partnership with parents and carers. There are clear procedures and staff welcome parents into the setting and ensure appropriate exchanges of information take place on a daily basis.

What has improved since the last inspection?

The following Actions were raised at the previous Inspection. All of which have been successfully addressed;

Ensure there is an effective registration system for staff on a daily basis;

Ensure observations and records of what children do are used to plan the next steps for children's play, learning and development;

Maintain laundry and boiler rooms safely and hygienically;

Provide adequate storage space for cleaning materials;

Ensure outdoor play area is safe at all times;

Review written statement on behaviour management to include bullying.

What is being done well?

- The provision provides a range of interesting and stimulating activities which help support children's learning and development;
- children are given opportunities to initiate their own activities and explore freely whilst at other times receive the support and direction of staff;
- child yoga takes place on a regular basis;
- parents are actively encouraged to be fully involved in their child's induction into the nursery;
- the nursery works in partnership with parents to ensure children are looked after according to parents' wishes and procedures are in place to keep parents informed about the provision and their children.

| What needs to be improved? |
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| <ul style="list-style-type: none"> ● complete operational plan. |

| Outcome of the inspection |
|---------------------------|
| Good |

| CONDITIONS OF REGISTRATION |
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| <p><i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i></p> <p><i>As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.</i></p> |

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

The provision in this setting is of high quality. Children are making very good progress towards the early learning goals in personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, physical and creative development.

The quality of teaching is very good. Staff have a sound knowledge and understanding of the foundation stage. Planning covers all areas of learning and highlights the stepping stones, however this could be further developed. Organisation of staff and resources enables both three and four year olds to make good progress. Children's behaviour is managed well. Observations and assessments are used to record children's achievements and progress. These are used as a tool to identify the next steps for learning. Staff continually evaluate the assessment system.

The quality of leadership and management is very good. The manager liaises closely with staff to ensure the aims are carried out. There are regular staff meetings, and clearly identifies roles and responsibilities. The training and development plans for staff are discussed and staff attend many courses. Appraisals and reviews take place. Monitoring and evaluation of the effectiveness of individual activities are recorded. All staff work hard to improve any areas of weakness identified.

Partnership with parents is very good. Parents receive comprehensive information about the setting including the educational programme. They are kept well informed about the activities children do and the area of learning these cover, through regular written reports, parents evenings and meetings. In addition informal daily sharing of information and discussions about their child's progress contributes to their record. Very positive remarks are made from parent's about the setting.

What is being done well?

- Staff use their knowledge of the foundation stage to plan activities to meet the children's individual needs.
- The effectiveness of the leadership and management in assessing and monitoring the provision for nursery education.
- The children communicating well with each other and staff. They are confident, interested and motivated to learn.
- Staff are good role models for the children and as result, children's behaviour is good. Relationships between children and staff are effective and supportive.
- There are good examples of the children being involved in imaginary play,

both planned by staff and spontaneously.

- Children make good use of books, and enjoy stories read to them or on tape.
- Children use mathematical language correctly.
- Children are competent in their use of the computer, and are able to successfully use the mouse and keyboard.
- There are good opportunities available for physical play activities, children have good co-ordination when using both large and small apparatus and equipment.
- The very good partnership with parents and carers, ensures continuity of care and education for children.

What needs to be improved?

- Further evaluate the short term plans, looking at the concept of the activities in relation to the early learning goals and what children will be learning from them.

What has improved since the last inspection?

The nursery has made very good progress in response to the key issues following the last inspection in 1999.

The nursery plan and organise teaching very well. Staff are deployed well, they provide a wide range of interesting activities. A good balance of adult led and child initiated activities which help children to concentrate and persevere to further their progress.

Staff know the children well, they give children encouragement and time to finish their chosen activity before moving them on to other activities.

Pre -school children now have access to many opportunities to explore and use the resources with staff giving instruction to their use, this ensures children improve their skills. Staff ensure that all children have the same opportunities and are involved in all activities.

The nursery monitor the quality of teaching on a very regular basis and any weaknesses are followed by training and evaluation to ensure consistency.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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| Judgement: | Very Good |
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Children are happy, confident and secure within the setting, they work well co-operatively and independently within the environment. They select resources for themselves and are confident to try new ideas. Children demonstrate a high level of involvement in activities, concentrating and persevering at tasks for lengthy periods of time, they are excited and motivated to learn. Children's behaviour is very good, they are kind and considerate to each other and treat each other with respect.

COMMUNICATION, LANGUAGE AND LITERACY

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| Judgement: | Very Good |
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All children communicate well with each other and staff, using language with increasing confidence and developing skill. They listen well to stories participating in actions and follow instruction. Dialogue in role play is particularly imaginative. They freely select books from the reading corner and have many opportunities to use and develop their writing skills. They are learning to recognise their names, can match sounds to letters, and letters to form words.

MATHEMATICAL DEVELOPMENT

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| Judgement: | Very Good |
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The children have many opportunities to count to ten with the more able children up to twenty and beyond. They compare, sort, match, order and sequence in their play. Children solve mathematical problems well in planned activities. Most children are confident in using addition and subtraction in their play. Children recognise shape, they use language well to describe size when comparing herbs and flowers they grow.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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| Judgement: | Very Good |
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Children learn about the environment, through observing the surroundings around them. They enjoy talking about people from the community who have visited them. They examine and explore a wide range of objects, materials and living things by using their senses, they look closely at similarities, differences, pattern and change and record their findings. They show an interest and gain awareness of the cultures and beliefs of others through celebrating festivals and special events.

PHYSICAL DEVELOPMENT

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| Judgement: | Very Good |
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Children move around the nursery environment with confidence and good control. They show a good awareness of space, themselves and others. They have many opportunities to develop strength and balance through using climbing apparatus and wheeled toys. Children understand the importance of keeping healthy, they discuss eating healthy snacks. They handle small tools such as writing implements, brushes and cutlery with good control. They complete jig saws and construction kits with dexterity.

CREATIVE DEVELOPMENT

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| Judgement: | Very Good |
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The children enjoy exploring colour in imaginative ways through art and craft activities. They use different textured materials to create pictures. They see their work being valued by it being displayed. The children use expressive dialogue when engaging in role play. They enjoy listening and taking part in musical activities. Children have many opportunities to explore and use their senses.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no key issues in this report but a point for consideration:-
- Continue to evaluate the short term plans, looking at the concept of the activities in relation to the early learning goals and record on the plans what children will be learning from them.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.