



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 319379

DfES Number:

INSPECTION DETAILS

Inspection Date 23/02/2004
Inspector Name Valerie Craven

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Kidsunlimited Nurseries, Stourton Nursery
Setting Address 40 Wakefield Road
Stourton
Leeds
West Yorkshire
LS10 3TP

REGISTERED PROVIDER DETAILS

Name Kidsunlimited 2102771

ORGANISATION DETAILS

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 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

First Direct Nursery opened in 1994 and provides full day care for children of staff who work for the First Direct Company in Stourton, and for children of staff who work in the nursery. There are limited places available for children of staff who work for HSBC. This nursery forms one of many nurseries throughout the country owned by a private company, referred to as Kids Unlimited. It is located in Stourton, on the outskirts of Leeds, in West Yorkshire. The nursery is managed on a day-to-day basis by the nursery manager. Care takes place in the First Direct building in Stourton. Children in the nursery are organised according to their age, including the funded children, who spend most of their time in one of three spacious open plan pre-school units. They have supervised access to secure outdoor play areas, and the toilet facilities featured in each of the three pre-school units.

The nursery has 266 children currently on roll, including children from six months up to five years old. There are 34 three-year-olds in receipt of funding, and 23 four-year-olds in receipt of funding. None of the funded children are learning English as an additional language. Staff are experienced at working with children who have been identified as having special educational needs. The nursery provides full-time and part-time places, and is open throughout the year, closing only for Bank Holidays. Daily sessions start at 7.00 am and finish at 6.15 pm.

There are twelve members of staff who work with the funded pre-school children, consisting of ten who are full-time and two who are part-time, including one who is a qualified teacher. Most members of staff hold recognised qualifications in childcare and early years education, whilst others are working towards these. Staff receive support from the local Early Years Development and Childcare Partnership, including advisory teacher support, with opportunities to attend locally organised training courses.

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

How effective is the nursery education?

First Direct Nursery forms one of many nurseries throughout the country and serves working parents well. It creates a very stimulating environment for children to settle and learn. Children who are three-years-old and four-years-old are making very good progress overall towards the achievement of the early learning goals. They are making very good progress in the areas of personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, physical development and creative development.

Quality of teaching is very good. Staff have developed detailed and comprehensive plans for the curriculum, including a core curriculum. This consists of a range of schemes, such as 'sanslimites', 'gardening club', 'soccer tots' and 'cookery club'. Plans are evaluated regularly to help inform staff's future plans. Staff have developed a detailed and comprehensive range of systems to assess children's achievements and progress. These systems are all used well to identify individual children's needs.

Leadership and management is very good. There is clear vision and direction in the nursery, as reflected in the 'mission statement' issued by the company. A set of effective policy and procedure documents are fully in place in the nursery, used well to guide staff's daily practices. These factors all help to ensure the continued high quality of provision provided in the nursery.

Partnership with parents and carers is very good. They are given a wide range of good quality information about the nursery and its provision, including a 'welcome pack', regular newsletters, and opportunities to view staff's carefully displayed plans. Parents are encouraged to be involved in their child's learning, such as attending a 'curriculum afternoon' organised by the qualified teacher, are encouraged to share what they know about their child, and are well informed about their child's achievements and progress.

What is being done well?

- Staff's development of detailed and comprehensive plans for the curriculum, including a core curriculum, consisting of a range of schemes, such as 'sanslimites', 'gardening club', 'soccer tots' and 'cookery club'. These are evaluated regularly to help inform staff's future plans.
- Staff's development of a detailed and comprehensive range of systems used to assess children's achievements and progress. These are all used well to identify individual children's needs.
- The clear vision and direction in the nursery, as reflected in the 'mission statement' issued by the company. A set of effective policy and procedure

documents that are fully in place in the nursery, all used well to guide staff's daily practices, and to help ensure the continued high quality of provision provided in the nursery.

- Children's high level of self-confidence, with a willingness to try new and novel activities. This includes an activity involving sprinkling different coloured fine sand over sections of a piece of paper, using a glue stick to aid this process.
- Children's ability to speak clearly, and to listen and respond with pleasure, featured well during enjoyable story times. They are skilful at linking sounds and letters, enhanced through a focus on a 'letter of the month', including collecting a set of objects and words to reflect this chosen alphabet letter.
- Children's skill at recognising numerals 1-9, fostered well through the use of high quality resources, including a variety of number 'washing lines'. They are able to use mathematical language to describe and compare shapes, such as when choosing a piece of shaped paper as part of art and craft work.
- Parent's knowledge about the nursery and its provision, enabled through access to a wide range of good quality information, including a 'welcome pack', regular newsletters, and opportunities to view staff's carefully displayed plans.

What needs to be improved?

- to establish a range of ways to ensure the continued high quality of the overall provision provided.

What has improved since the last inspection?

First Direct Nursery staff have made very good progress since the last inspection, and this has had a positive impact on children's learning. There are two main improvements linked to the previous two points to consider:

The formulation of a development plan has been made containing agreed targets to help ensure the continued improvement of the nursery. There has been a continuation in the development of ways to monitor and evaluate the curriculum provision and assessment information, including a simplification of the format for monitoring children's progress in relation to the early learning goals, now used more effectively to inform future planning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children have developed a high level of self-confidence, and are willing to try new and novel activities. This includes an activity involving sprinkling different coloured fine sand over sections of a piece of paper, using a glue stick to aid this process. They have formed good relationships with each other and the staff, shown well when working as part of a small group, taking turns and sharing resources fairly.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are able to speak clearly, and to listen and respond with pleasure, featured well during enjoyable story times. They are skilful at linking sounds and letters, enhanced through a focus on a 'letter of the month', including collecting a set of objects and words to reflect this chosen alphabet letter. Children are developing their early reading skills, are able to recognise their own names and write their names.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are skilful at recognising numerals 1-9, fostered well through the use of high quality resources, including a variety of number 'washing lines'. They are able to use mathematical language to describe and compare shapes, such as when choosing a piece of shaped paper as part of art and craft work. Children are developing their understanding of simple subtraction, often through songs, such as 'five little speckled frogs'.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are developing their ability to explore and investigate, enhanced through the organisation of a 'gardening club'. This enables children to use gardening tools, and to frequently observe growth changes. They are skilful at designing and making, including the ability to join and build using everyday materials, and are beginning to know about people around the world, often through the celebration of festivals.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are developing their climbing and balancing skills, sometimes by building and stacking, using large wooden blocks as part of outdoor activities. They are able to show an awareness of space and others, such as during popular yoga activities, when they are asked to remain on their own mat whilst attempting various kinds of exercises. Children are developing their small muscles and manipulative skills, often when handling tools.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children are encouraged to use their imagination through role play activities, usually when spending time in the well planned and resourced role play areas, including opportunities to re-tell favourite stories, such as 'Jack and the Beanstalk'. They are able to respond in a variety of ways using their senses, incorporating the senses of sight, smell, touch and taste, well featured during organised 'cookery club' activities.

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:

- Staff should address the following point for consideration in their action plan:
- develop a range of ways to ensure the continued high quality of the overall provision provided.

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.