

Kidsunlimited - North Cheam

Inspection report for early years provision

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Inspector Lisa-Marie Jones

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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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Kids Unlimited North Cheam is one of a large number of other provisions run by Kids Unlimited Nurseries. This provision opened in 2006, and operates from a single storey purpose built building situated in North Cheam close to a supermarket, shops and shops and community resources. Children are grouped into one of three double aspect base rooms; babies; toddler's; and pre-school. The nursery is open each weekday from 7.00am to 7.00pm all year round excluding bank holidays. All children share access to a secure enclosed outdoor play area. Children with special educational needs and disabilities, and those who speak English as an additional language are welcomed. A total of 14 staff are employed, which includes the manager who is supernumerary, two childcare coordinators who have deputising responsibilities, and 11 childcare workers, of whom at least 50 percent hold relevant early years childcare qualifications. The building is accessible to wheelchairs and facilities available to meet the needs of people with disabilities. There is a staff room, kitchen, laundry, ancillary areas, meeting room and reception area where the manager is based.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Kids Unlimited - North Cheam provides an inclusive and well resourced environment for children, where they are supported and encouraged to be independent and active learners. Children make good progress overall in their learning and development. Their safety and overall welfare are effectively promoted through a range of good safeguarding procedures and practices within the setting. Good engagement with parents and established partnerships with other agencies ensure that children's individual needs are well met. The management and staff team reflect on the provision and identify priorities for development. Additionally, they have improved the outcomes for children since the last inspection, so show a good capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- further improve arrangements for assessing and planning for children's progress to ensure that next steps for children's learning are always clearly identified and reviewed in order to effectively track children's progress towards the early learning goals.

The effectiveness of leadership and management of the early years provision

The management and staff team are focused on safeguarding children and maintain a safe environment for children. Clear systems are in place to ensure that children are cared for by appropriately vetted and qualified staff. All staff attend training on safeguarding, ensuring they are able to take prompt action if they have any concerns about children's welfare. There are comprehensive records, policies and procedures in place to support the safe and efficient management of the setting, including daily checks and risk assessments of the premises, and of the resources that children use.

Space and resources are well organised to create a child-centred learning environment. Staff are effectively deployed, so that they provide constant support and guidance to children. There is a defined leadership for each group of children; each member of staff has specified children for whom they have key responsibility. Staff work effectively as a team.

There is a strong commitment to the ongoing improvement of the setting; the manager and her staff are proactive in monitoring and evaluating the provision. Regular internal audits and reviews, which include support from a local authority advisor and feedback from parents, ensure that priorities for future development are identified and acted upon effectively. Actions taken are well targeted to lead to improved outcomes for children, such as the development of the outdoor play area and the re-organisation of the provision for babies. Recommendations from the last inspection of the provision have been appropriately implemented, although work is still in progress to improve the planning for children's learning and development. Staff liaise closely with parents to ensure they have a good understanding of each child's needs. Parents are kept well informed through a range of media, including e-mail. Well established collaborative working with external agencies ensures good focus on meeting the needs of all groups of children and provides additional support, where required, for children who have special educational needs and/or disabilities, so that equality and diversity are promoted effectively overall.

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

Children are looked after by well qualified staff who understand how children learn and develop, and overall they support them effectively. Children show a sense of belonging at the setting and are familiar with daily routines and staff expectations. The key person system ensures that children's individual needs are identified and catered for. Babies settle well with the reassuring presence of staff who know them well and are caring towards them. They benefit from flexible routines, which allow them to rest and play according to their needs. They access sensory resources, which encourage them to explore and develop.

Children's independence is encouraged with emphasis given to providing an enabling environment that promotes their learning and development. Children move confidently and safely around the setting, with the older children benefiting from easy access to the outdoor area. Children use an excellent range of resources that are carefully organised to provide activities across all areas of learning, both in and outdoors. They have a balance of interesting child initiated and adult led activities. Children experience play that is rooted in real experiences. For example, the role play area incorporates authentic resources and was developed following the children's trip to the supermarket. Consequently, children are motivated to learn and they are purposefully engaged throughout their time in the setting. Children are well supervised. Staff make regular observations of children's achievements and use these to plan their future learning. However, the next steps for children's learning are not always clearly identified and reviewed, in order to track children's progress towards the early learning goals effectively. Children's communication, language and literacy are promoted through a wide range of experiences. For example, stories and a well resourced book area promote children's enjoyment of books. Children speak clearly and confidently during activities, using expressive vocabulary to share their thoughts. The availability of early writing resources supports children's emerging writing skills. Older and more able children play cooperatively. Children have good practical opportunities to develop their understanding of numbers and early mathematical concepts through using resources such as scales, sand timers and calculators. They find out about the world around them, including about different cultures through themed activities and trips to places in the local community and nearby. Babies are regularly taken on walks to enjoy the fresh air and experience the natural environment. Children's well-being is prioritised and procedures and practices in the nursery ensure that children keep safe and healthy whilst in the setting. Children are developing important personal hygiene skills through their daily routines. They enjoy healthy meals, which take account of their dietary and religious requirements. Most children have daily opportunities to play outside in the garden and engage in physical activities. They show good understanding of safety issues and know how to behave in ways that are safe. Children are supported to develop positive attitudes towards diversity and equality. They benefit from a diverse environment that promotes inclusion and values different cultures and religions, through a range of resources and experiences that are provided. Overall, children are effectively developing many important learning and development skills which help to set secure foundations for their future learning.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
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	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met