

Kidsunlimited Nurseries - Highbury

Inspection report for early years provision

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Inspector

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Setting address

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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

Kidsunlimited Nursery - Highbury opened in August 2010. It is run by a limited company and is part of a large chain of nurseries. The nursery is based in a purpose built building in Highbury Stadium Mews, in the London borough of Islington. It is very close to Arsenal underground station. The nursery operates from four base rooms and a small activity room for quiet activities. There is lift access to the first floor. All children share access to a secure enclosed outdoor play area. The nursery is open each weekday from 7.30am to 6pm, for 52 weeks of the year. They offer a variety of both part and full time sessions.

The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register to care for a maximum of 70 children at any one time. The nursery provides funded early education for three and four-year-olds. There are currently 94 children aged from six months to under five years on roll. The nursery currently supports a number of children with English as an additional language. There are 14 members of permanent staff working with the children this includes a full time chef and housekeeper. The manager holds an early years degree, and the majority of all other staff hold relevant early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children access a bright and welcoming environment where they are supported to make steady progress overall in their learning and development. Some systems, policies and procedures to support the effective management of the nursery are not fully in place. Safeguarding procedures are well embedded to ensure that children's personal safety is given due emphasis. There are generally secure partnerships with parents evolving thus children's individual needs are on the whole sufficiently met. The provision demonstrates a positive approach towards continual improvement. Current self-evaluation systems are able to identify some of the strengths and weaknesses within the early years provision.

What steps need to be taken to improve provision further?

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

- develop the consistency of planning and assessment systems throughout the nursery to fully promote children's progress in their learning and development
- develop ways in which parents are supported and encouraged to contribute to their children's assessment records
- develop opportunities for children to use their home language in their play

- and learning
- develop further self-evaluation systems to identify the setting's strengths and priorities for development that will improve the quality and consistency of provision for all children.

The effectiveness of leadership and management of the early years provision

The nursery has established a competent range of policies and procedures to support the safe and secure management of the provision. Safeguarding procedures are well embedded to ensure that children's personal safety is given due emphasis. Staff have a good knowledge and understanding of safeguarding procedures and how to monitor arising concerns. They have effective recruitment and vetting procedures in place to ensure that all staff are suitably qualified and experienced to work with children. The nursery management are keen to develop their staff team as they offer ongoing training opportunities to support staff's professional development. Supervision and staff appraisal are seen as key elements in supporting and motivating staff; however, the provision is new and these systems are yet to be fully implemented. The staff team demonstrate a good knowledge and understanding of safeguarding procedures and the importance of monitoring children's welfare to ensure that they are kept safe from harm. The nursery environment is safe and secure as staff continually conduct risk assessments of the nursery and all resources utilised by children.

Staff organise an inviting and accessible environment for children where they have many opportunities to develop their independence and make some choices about where they would like to play. Visually the environment and resources promote diversity and inclusion as children can observe positive images that reflect their own home backgrounds as well those of people within the wider community. However, current systems to support children with English as an additional language are basic. Staff on the whole are well deployed as they interact positively with the children. They demonstrate a competent and cheerful approach towards their roles and responsibilities. The staff team warmly welcome parents into the setting and endeavour to work in partnership with them to meet their children's individual needs. Discussion with parents demonstrate that overall they are satisfied with the care their children receive, however, parents are keen to contribute towards their children's ongoing learning and this is not currently fully in place. Parents currently have limited opportunities to observe and discuss their children's ongoing assessment records with staff.

The nursery team demonstrate a positive approach to developing the services that they offer to both parents and children. They are beginning to build links with local schools that children may move onto and they have started to work in partnership with the local community to support good causes such as 'Children In Need'. Self-evaluation processes are evolving and they ensure that all staff members are consulted and their views incorporated. The team are keen to engage parents' views so that these can feed into future developments within the provision. However, these processes are yet to be initiated, although staff demonstrate that this is a priority. Overall, the team demonstrates a sound capacity to initiate

improved outcomes for children.

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

The staff team demonstrate a sound knowledge and understanding of the learning and development requirements. Many staff are recording valuable observations of children's progress and then use this information to plan appropriate steps for their future learning. However, these planning systems are not consistently applied throughout the nursery and for children with English as an additional language. Nevertheless, children are provided with many sound learning opportunities, which help them to make steady progress in their learning and development. Children enjoy daily opportunities to engage within outdoor pursuits as their routines encompass outdoor play sessions.

Children are developing sound communication, language and literacy skills as staff continually converse with them and encourage them to develop new vocabulary. Children enjoy mark making pursuits as they learn to understand that print carries meaning. They are delighted to show parents their art work that has been displayed in the main entrance area. This positively supports their sense of belonging and their ability to feel secure within the provision. Children on the whole are happy and settled as they move freely and independently in their own base rooms. They access a broad range of attractive resources that are easily accessible and offer appropriate challenges. Babies love to explore their senses through a range of materials including water, sand and gloop, which is a mixture of flour and water. Staff are close at hand to observe and offer sensitive support where this is necessary. Babies who are more mobile are busy within their room as they enjoy the physical challenges of climbing and sliding down their small apparatus. Whilst toddlers enjoy being outside as they explore how scarves blow and move about in the wind. Children are keen to engage with problem solving challenges, such as how to programme the roamer to move forward, backwards and sideways. Children are developing valuable information, communication and technology skills as they competently access computer programmes to support many aspects of their learning.

Children's welfare and general well-being is promoted through many positive practices within their daily routines. For example, they are learning the importance of personal hygiene such as hand washing and why brushing their teeth is important to their overall health. Children are offered healthy meals and snacks, this coupled with appropriate opportunities for them to rest and to be active during the day helps to support them in developing a positive attitude towards living a healthy lifestyle. Children on the whole demonstrate that they feel secure and safe as they enjoy the warm interaction they receive from staff. Children engage in regular emergency drills, which supports their understanding of personal safety. Children are forming positive relationships with staff and their peers. They are beginning to gain an understanding about diversity through planned activities and experiences they participate within. Overall, children are developing polite and

cooperative behaviour; they are establishing many secure foundations which will help to support their future learning success.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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