

# Kidsunlimited Nurseries - NPL

Inspection report for early years provision

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**Unique reference number** EY392290  
**Inspection date** 17/02/2011  
**Inspector** Jane Nelson

**Setting address** National Physical Laboratory, Hampton Road,  
TEDDINGTON, Middlesex, TW11 0LW  
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**Email** enquiries@kidsunlimited.co.uk  
**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 Nurseries NPL is one of a chain of nurseries run by Kidsunlimited. The setting were registered in April 2009 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of 80 children, of whom no more than 24 may be aged under two years at any one time. There are currently 97 children on roll, of whom 32 children aged three and four years receive educational funding. A number of children speak English as an additional language. The setting supports children with special educational needs and/ or disabilities..

The setting operates from a purpose built building on the site of the National Physical Laboratories (NPL) in Teddington, Middlesex. The majority of the children attending have parents who work for NPL. Children have access to enclosed outdoor play areas and the nursery opens from 8.00am to 6.30pm for 51 weeks of the year, excluding bank holidays. The nursery regularly takes children on outings within the local community.

A team of 24 staff are employed to work with the children. The manager holds a Level 4 early years qualification, one member of staff holds Qualified Teacher Status; eight members of staff are qualified to Level 3 and one member of staff holds a Level 2 qualification, seven members of staff are currently working towards a qualification. A number of staff are first aid qualified.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs are well known by staff and used as the focus to creatively plan and provide a good range of interesting play experiences and activities that promote children's learning and development well. Self-evaluation is used effectively to identify where future development needs to be focused, and some areas identified, are already being implemented. Partnerships with parents are a developing strength of the setting and results in information being shared well and parents feeling reassured and knowing that their children are happy at the setting. Partnerships with other professionals involved in children's care are effective. Most requirements are met.

## What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure written parental permission is requested for all children, at the time of their admission to the provision, to the seeking of any necessary emergency
- 07/03/2011

medical advice or treatment in the future  
(Safeguarding and welfare)

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

- review the use of risk assessment to monitor and address any issues that arise during the day consistently
- develop opportunities for older children to access books independently, and, for impromptu story times, in the outdoor environment

## **The effectiveness of leadership and management of the early years provision**

Staff understand their and the manager's responsibilities regarding safeguarding, and are clear about the procedures to follow, should concerns about children or their colleagues arise. Information regarding safeguarding is clearly displayed in various areas on the premises to constantly remind staff, and inform parents of the setting's responsibilities. Effective corporate recruitment and vetting procedures are in place to establish staff's suitability to work with children. All staff know that until suitability checks are fully completed for new members of staff, they cannot be left alone with children. Detailed risk assessments are used effectively and the required record maintained, to monitor and review safety issues within the premises and grounds. Staff in individual rooms monitor safety in their rooms, generally, any potential hazards are minimised, although on occasion this is not always implemented consistently throughout the day.

The required records and documentation are maintained, well organised and most contain the required information. However, written parental permission for the seeking of any necessary emergency medical advice or treatment in the future, is not in place for all children.

A good commitment to continual improvement is demonstrated by the management team and by the cooperate support the setting receives. For example, systems are in place to update the current planning systems to a corporate system, which management hope will provide consistency and ease of use for staff, enabling them to continue with their current effective method of planning for each individual child's needs. The developing strength of partnerships with parents is demonstrated by the great success of a recent parents evening entitled 'Stay and Play' and plans are in place to hold similar events in the future. Recommendations from the previous inspection have either been, or are in the process of being implemented. On going support and advice is received from the local authority.

The available space within the premises is very well organised and is maintained to a high standard. The management and staff team create a calm and welcoming atmosphere, where parents feel reassured and children are immediately interested in the extensive range of high quality toys, resources and well planned play experiences provided. An extensive out door area is provided with great capacity

to enhance and extend children's learning experiences. This is used extensively during fine weather, although not consistently, as extensively during colder weather.

The staff team support children very well in their learning and development. They enjoy their work and this is reflected in the way they communicate with children, and plan for individual needs. For example home routines are followed with babies regarding feeding and sleeping patterns. Staff provide reassurance for toddlers settling in by cuddles, distraction and close physical reassurance, making sure familiar comforters are easily accessible and words in children's first language are used for familiar terms.

Relationships with parents are good and parents comment that their children are happy at the setting, which makes them happy. Information is shared with, and obtained from parents during the settling in and registration process. This enables staff to implement home routines and provide reassurance, particularly with young babies. Ongoing information is exchanged verbally on a daily basis and for younger children in nursery/ home diaries detailing children's sleeping and eating patterns and what they have enjoyed doing that day. There is good communication between the setting and other professionals involved in children's care, there are plans to extend this to build links with schools that children will be attending in the future.

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

Children are helped to learn and develop well in all areas of learning, and are gaining skills they will use in the future in the stimulating and well resourced environment. They are happy, busy and interested in their play and exploration and are gaining self- assurance through the range of well planned daily activities and experiences they enjoy. Children receive close and affectionate support from staff, helping them develop confidence and feel safe and secure at the setting. Children's language development is encouraged well by staff, through conversations, talking about what they and children are doing, and using language and comforters that are familiar and reassuring to individual children.

Babies enjoy feeling and squashing weetabix cereal in a tray with toy insects and mini beasts. They use the insects, beasts and their hands to squash the cereal biscuits, feeling the texture change in their hands and watching it fall between their fingers. They are increasing and developing their mobility as they crawl, pull themselves up on furniture and cruise around the table. Older babies have great fun exploring the outdoor environment, they carefully climb onto a small log, balance themselves and hold a member of staff's hand to walk carefully along the log, taking pride in their achievement when they successfully reach the end. Inside their play room they explore an empty cardboard box, crawling in and out of the box, peeking through different holes that are in the box, and making space for their friends to join them inside the box.

Children have good opportunities to share and enjoy a good range of books, and stories.

Older children relish listening to stories, they are interested when a member of staff shows them some new books and carefully decide with her which story she will read. Other children notice and soon join a small group for an impromptu story sitting comfortably on the mat in the book area. Children listen intently, talking about who will fall out and how many will be left in the bed when one rolls over. Younger children enjoy sitting and looking at books on a mat in the garden with a member of staff during their outdoor play session. Pre school children are excited and enthused about a story they have just heard, they sit on the mat inside and talk excitedly about their favourite section of the story and why they like that bit. Opportunities for older children to access books independently or for impromptu story times, in the outdoor environment, are less well developed than those for younger children. Children mark and use pencils, brushes and crayons with increasing confidence. Older children confidently sound out letter sounds in their own and each other's names and some children write their names confidently. They have access to clipboards which they use in the garden, and see familiar labels in their indoor environment. Good use is made of photographic labelling helping children to gain a sense of their own belonging in the setting, and easily identify their own drinking bottle, their place at the lunch table and their own coat peg.

Children behave well they are learning to work together and older children enjoy playing games such as hide and seek counting while a member of staff hides from them. They see their own community and the wider world reflected in the good range of resources and equipment they use in their daily play and learning. Words in different languages are displayed throughout the indoor environment.

Children have good opportunities for daily outdoor play, and physical exercise in the extensive outdoor area. There is the capacity to use sections of the outdoor area for continual free flow play between the indoors and outdoor, although this is not yet used consistently, throughout the year. Children navigate space in the garden on wheeled toys and bikes, they pedal fast and slowly and give friends a lift in the passenger seat of the bike. They use equipment such as space hoppers to bounce on, they climb, balance and steer the pirate ship in the garden, throw and catch balls with each other and a member of staff, and play 'what's the time Mr Wolf'.

Children develop awareness of their own and each other's hygiene through practices that are part of their daily routine. For example, they refer to needing to wash their hands, before lunch, as they walk back to their room after playing in the garden. They are able to do so independently using low level sinks in the play room, operating the taps, using the soap dispenser and then a paper towel to dry their hands. Babies see staff following good hygiene procedures such as washing their own, and cleaning the babies hands when needed.

Children thoroughly enjoy their tasty, home cooked lunch, of roast pork, apple sauce, roast potatoes, and vegetables. They excitedly greet the member of staff who brings lunch into the room on a trolley and wait for staff to serve them their food. Children recognise when they are thirsty and help themselves to drinks from

their individual cups and bottles. Young babies are fed according to home routines and staff sit cosily with them on the floor or sofa to give them their bottle.



## 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

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

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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