

# Kidsunlimited Nurseries - Woodlands

Inspection report for early years provision

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**Unique reference number** 256850  
**Inspection date** 30/03/2011  
**Inspector** Carly Mooney

**Setting address** Thorpe Wood, Peterborough, Cambridgeshire, PE3 6HN

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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 Nurseries - Woodlands was registered in 1993. It operates from purpose-built premises in Peterborough, Cambridgeshire. Children have access to two enclosed areas for outdoor play. The setting is open each weekday from 8am until 6pm.

The nursery is registered on the Early Years Register to care for a maximum of 54 children in the early years age range. There are currently 78 children on role. The setting is registered on both the compulsory and voluntary parts of the Childcare Register. Staff are able to support children who may have special educational needs and/or difficulties.

The nursery employs 26 members of staff to work with the children, of whom 16 hold appropriate early years qualifications. The nursery receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's emotional well-being and welfare needs are met to a good standard and children are welcomed into a happy, relaxed, and stimulating environment. Children benefit from an interesting range of age-appropriate activities that effectively cover all the areas of learning and allow them to make good progress in their development. New systems for observing and assessing children's progress are developing well. Positive relationships with parents are in place which is effective in meeting children's individual needs. Staff are led and managed well by a management team who demonstrate a firm commitment to improving and continuously developing the provision.

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

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

- extend the systems in place to support children attending with English as an additional language and improve resources which promote positive images of others
- review routines to ensure that key worker group times in the pre-school room are meaningful and happen at a time that does not interrupt valuable, child-led spontaneous play.

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

Children are protected as all staff have clear knowledge and understanding of safeguarding procedures. A comprehensive three day induction programme for all new staff, which includes information on child protection, ensures they are familiar with the nurseries policies and procedures. Staff then participate in a buddy system with an experienced member of staff who offers support and guidance to ensure procedures are implemented effectively. The procedures for the selection and vetting of staff are appropriate and demonstrate that children are cared for by adults who have completed the required checks. Children's safety is a priority. Staff are vigilant at all times and follow safe practices such as head counting the children in the outdoor area every 10 minutes. Risk assessments are appropriately documented and potential risks are identified and minimised.

The lay out of the nursery allows children of all ages to have free-flow access between the indoor and outdoor environment for good portions of the day. All resources are stored at low level for children to direct their own play, including very young children. Rooms are bright, welcoming and provide interesting play spaces, which allow children to enhance their learning through creative play and exploration. Children's work is attractively displayed and resources, such as family books of photographs in the babyroom help children settle and gain a good sense of belonging. The key person system ensures each child's individual needs are known and met; staff speak knowledgeably about the children in their care and clearly know them well. However, although there are some systems in place to support children who speak English as an additional language, in general there are few resources and positive images of others displayed to help children develop an understanding of their own and other cultures.

Parents are made to feel welcome in the setting and feel able to stop and chat about their children. There are good handover procedures from staff who spend quality time telling parents about their child's day. Parents of young children also receive 'a day in the life of' sheets. These sheets are also used at drop off times to record any relevant information from home about the day and night before which benefits the care given whilst at nursery. Parents are invited into the nursery for stay and play sessions, which enable them to find out more about what their children are doing. Planning is clearly displayed and parents regularly view children's records of assessments and share their children's learning from home. Parents comment positively that staff are very approachable and communication is good. The nursery has clear systems in place to share information about individual children's learning when they attend other settings to ensure continuity and progression.

The management team demonstrate clear vision for the future and constantly strive to improve outcomes for children. They have a very good support network through Kidsunlimited who monitor and evaluate the nursery on a regular basis. Responsibility for maintaining continuous improvement is a team effort, with individual room action plans in place for staff to implement. Staff are motivated to attend professional training both external and internal which enhances their

current knowledge and skills.

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

Children are happy and motivated to learn in their well-equipped and welcoming environment. Babies receive cuddles and lots of reassurance so they make meaningful relationships with the adults that care for them. They follow their own individual routines for rest times and feeding so they are settled and content. Older children confidently seek out staff to join in their activities, showing their affection and regard. Staff, in return respond positively, supporting children in their play and encouraging them to express their ideas. In general staff demonstrate a secure knowledge of the Early Years Foundation Stage, implemented through effective questioning and interesting play opportunities such as visiting the doctors surgery in roll play. However, at times routines within the pre-school mean that child-led, meaningful play is interrupted to allow for set adult-led activities that are not always purposeful or linked to individual child's learning. A new system for planning and assessment is currently being implemented, which staff have reacted positively to. Observations are meaningful, include next steps and are now incorporated well into the planning.

The free-flow play environment positively encourages children to make choices about their learning experiences and as a result they move freely around the nursery and demonstrate good levels of independence and self-esteem. For example, older toddlers collect their own cutlery and plate. Pre-school children serve their lunch and prepare their own snack such as spreading cream cheese on crackers. Babies have good opportunities to express their independence as many resources are within crawling distance. Resources such as treasure baskets and a floor level sand pit enable them to explore new experiences. Staff promote children's early language skills with constant conversations and make effective use of sign language to communicate. Books are easily accessible in all areas of the nursery, including the outdoor environment and children use them freely, either independently, or helping to choose a book for a small group story session. Toddlers join in excitedly and have their learning extended as staff talk about the colours they can see on the pages.

Children independently access a variety of writing materials from well-resourced mark-making areas. Mark-making is promoted in many ways, for example, children use chalks and paints both indoors and out. Older children have good opportunities to recognise their name, for example, on name cards and coat pegs. Counting is introduced naturally in routine activities and younger children learn about problem-solving through puzzles and construction. A computer is accessible at all times for older children and resources such as video cameras, telephones and a remote controlled bee help children become familiar with technology. Children of all ages have good opportunities to participate in exercise and develop their physical skills on a daily basis. Older children enjoy the challenge of walking across the balancing beam unaided, whilst younger children learn new skills such as turning the pedals

of a bike with adult support.

Children benefit from varied and interesting meals that are freshly prepared on site. Sound systems identify those children that have food allergies or specific dietary requirements so they eat safe and suitable food. Children take part in gardening club and grow their own vegetables, which enables them to gain a good understanding of where food comes from. Hygiene is promoted well, for example, older children help themselves to tissues to wipe their noses. All areas of the nursery are kept clean and hygienic and staff follow appropriate nappy changing procedures to minimise the risk of infection. A good percentage of staff hold current first aid qualifications and documentation regarding children's health is appropriately maintained. Children learn to keep themselves safe, for instance, they practise the fire drill on a regular basis. In addition older children learn to minimise risk in the nursery as they are encouraged to check the floor for toys that may present a tripping hazard. Children behave well in the setting and are learning to effectively share and take turns in their play with gentle praise and encouragement from staff.

## 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	3
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

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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