

Kidsunlimited Nurseries - Campus Kids

Inspection report for early years provision

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Inspection date

11/04/2011

Inspector

Cathy Hill

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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

Campus Kids is a work place nursery for the University of Surrey and part of Kidsunlimited nursery chain. It was registered in 2006 and is situated on the university campus on the outskirts of Guildford. The nursery operates from four rooms within a purpose-built building and all children share access to a secure enclosed outdoor play area. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It may care for a maximum of 60 children under eight years at any one time, of which no more than 60 may be in the early years age group. There are currently 98 children aged from six months to under five years on roll and, of these, 31 receive funding for early education. The nursery is open each weekday from 8.00am to 6.30pm all year round, excluding bank holidays. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language. The nursery employs 18 members of staff, including a cook and a housekeeper. The manager has Early Years Professional Status and nine other staff members hold relevant early years qualifications. Professional development is ongoing for all staff and five staff are currently working towards recognised qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children thrive at the nursery as a consequence of the high quality support they receive in developing their skills. Staff have an excellent awareness of individual children's needs and work exceptionally well together to ensure children are safe, happy and stimulated with fun, interesting activities. An overall excellent range of resources contributes significantly to children making outstanding progress with their learning and development. The leadership and management of the nursery is highly motivated and committed to continually improving nursery practice to consistently provide high quality outcomes for all children in their care.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- enhancing resources to provide children with increased opportunities to develop their physical skills, for example through access to higher level climbing equipment, and increased opportunities to develop and use their home languages, for example by displaying key word labels on resources in children's known languages.

The effectiveness of leadership and management of the early years provision

Staff are efficient, professional and welcoming. They work very effectively together to provide a richly stimulating environment which allows all children access to a worthwhile range of interesting and developmentally appropriate activities. Children enjoy their childhood within the nursery where they have excellent support combined with the freedom to learn and discover at their own individual pace. Their welfare is safeguarded exceptionally well. All staff are vetted and robust procedures are in place to ensure the ongoing suitability of staff to work with children. Staff are confident with the procedures to follow with any concerns and all staff have attended, or are booked to attend, safeguarding training. They undertake daily safety checks of the nursery environment and risk assessment records are maintained. The premises are kept secure and there is a keypad entry system to the nursery, with the code known only to staff and parents and changed on a regular basis. Children have a fantastic time in the nursery where they have daily opportunities to develop in all skill areas both inside and out in the garden area. An extensive range of resources are accessible to children which promote skill development, although opportunities to develop their physical skills through climbing are currently limited to low level equipment. This has been identified by management as an area for improvement. Children have equal opportunity to access all age appropriate resources and resource boxes are labelled with both words and pictures so all children are aware of their contents.

The nursery is highly committed to working in partnership with parents and others involved in children's care and education and takes a proactive role in establishing effective communication links. They fully support children with special educational needs and/or disabilities and work with outside agencies, as appropriate, to ensure children fully get the support they need. A wealth of information is shared with parents, for example they receive regular newsletters and the nursery's policy folder is freely accessible in the entrance hall. Parents receive a 'settling in' pack prior to their child starting at the nursery and are invited to attend parents' evenings and review meetings where they are kept well informed about their child's progress. Parents are effusive in their praise of the nursery and comment that it is 'managed really well...staff retention is great...brilliant parents evenings' and confirm that they would 'recommend it to every parent'. The management team continually monitor and assess their practice to ensure high standards are maintained. The early years manager for the nursery chain works very effectively with the nursery manager and they have a shared vision and infectious enthusiasm for continual improvement. A comprehensively detailed self-evaluation form completed by the manager shows excellent reflection on all areas of practice and clearly identifies priorities for further improvement.

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

Children are extremely happy and have a fantastic time in the nursery where they learn through sensitively supported play knowing that all their efforts are valued. Colourful displays in all rooms depicting different topics, such as an animal safari in the baby room and Chinese New Year in the room for children aged two to three years, provide a stimulating surrounding for children. Children develop a strong sense of ownership of their environment as their photographs are displayed throughout the nursery and used effectively as a learning resource. For example, staff have assembled an alphabet frieze using individual photographs of children holding items corresponding to the differing letters of the alphabet shown on the photographs. Children are confident and sociable and all ages play exceptionally well together. The print rich environment of the nursery, inside and out, supports children's language development and their understanding that print carries meaning. Staff take into account children's differing cultural backgrounds to provide an inclusive environment and display some words in children's known languages in the nursery. Detailed learning journey records are maintained for children with observations showing links to the different learning areas. Staff have recently had training on new record systems which are being introduced to further improve the current system.

Children throughout the nursery display high levels of independence, curiosity, imagination and concentration. Babies enjoy exploring the different textures of objects found in treasure baskets, picking up first a sponge and then metal egg cup to feel. They develop their coordination and muscle control as they hold a wooden block in each hand and enthusiastically bang them together and as they vigorously shake maracas, whilst excitedly vocalising out loud. They relish the opportunity to mark make and grasp three pencils in their hands and energetically move them over paper at their level. Children have excellent opportunities to develop their future skills and actively engage in play. They show confidence and an understanding of technology as they sit and absorb themselves in manipulating the mouse to make pictures using a paint programme on the computer. Children's behaviour is exemplary and they demonstrate good manners when interacting with others. They amicably share resources, such as wheeled toys in the garden, and show consideration for others. For example, one child asks another if she would like her to look after her books. Staff develop children's learning through sensitive interaction and through asking children questions to make them think. They skilfully use opportunities as they arise to develop children's knowledge in all areas. For example, staff sit with a child intently digging in the garden. He discovers a worm and stares at it in fascination telling the member of staff that the worm's head is 'just out of the hole'. They have a relaxed discussion about worms in the environment with the child still staring at the worm until he declares excitedly that it 'is all out'. Children have great fun exploring the texture of jelly with their feet and use their knowledge of frog's spawn to notice that the jelly, which staff have put raisins in, has little dots in it as well.

Children have an excellent awareness of safety. They carefully manoeuvre wheeled toys around the outside play area so as not to disturb others at play and safely use

a variety of tools, such as spades in the digging area. They take part in regular fire drill practises to reinforce their understanding of how to keep themselves safe in the nursery and they know when they need support from staff, for example, when balancing as they walk along large building blocks set out in a row. Children flourish because the nursery follows highly effective procedures and practices which meet children's physical, nutritional and health needs. They wash their hands before a healthy snack of apple, banana and orange. They have daily play in the fresh air and have fun climbing on upturned crates, playing with balls and in the sand pit, where they use their imagination to pretend the sand they have filled their bucket with is chocolate for a cake.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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