

# Kidsunlimited Nurseries - Toyota

Inspection report for early years provision

---

**Unique reference number** EY331570  
**Inspection date** 13/04/2011  
**Inspector** Shirley Wilkes

**Setting address** Toyota Motor Manufacturing (UK) Ltd, Burnaston, Derby,  
Derbyshire, DE1 9TA  
**Telephone number** 0845 365 2959  
**Email** toyota@kidsunlimited.co.uk  
**Type of setting** Childcare on non-domestic premises

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Kidsunlimited Nurseries - Toyota opened in 2006 and is part of a chain of provisions owned by Kidsunlimited. It operates from a self contained detached, one storey building known as Bumpers. It is situated in the grounds of Toyota Motor Manufacturing (UK) Ltd, Derby, Derbyshire. The nursery mainly serves Toyota employees.

There are currently 68 children from three months to five years on roll. Of these 22 children receive funding for nursery education. Children attend for a variety of sessions. The setting has systems in place to support children with learning difficulties and/or disabilities and children who speak English as an additional language.

The nursery opens five days a week, all year round. Sessions are from 6.45am until 6.30pm.

The setting employs 17 staff to work directly with the children. There are 11 staff including the manager, who hold early years qualifications to National Vocational Qualification Level 3, of these one member of staff holds an Early Years Degree. A further two members of staff hold early years qualifications to National Vocational Qualification Level 2. The setting employs a cook. The nursery receives support from the Local Education Authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children settle very well in the nursery and receive a high level of care because the dedicated, experienced and highly qualified staff works very closely with individual children and their families. Excellent systems are in place to ensure that all children's individual needs are routinely met. All staff have a very good knowledge and understanding of the Early Years Foundation Stage. Children benefit extremely well from continuity of learning and care because the setting liaises with parents and other agencies to ensure individual children's needs are met and their protection assured. Successful steps are taken to self-evaluate it's provision for children and the nursery demonstrates an excellent capacity to make continuous improvement and sustain it's existing very high standards.

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

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

- using self-evaluation and quality improvement processes as the basis of ongoing internal review.

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

Children are fully safeguarded and very well protected from harm because all staff are passionate about protecting children. They have an excellent understanding of their role in child protection, are able to put appropriate procedures into practice and know when to take action to safeguard children in their care. Staff are very aware of the possible signs of abuse and know what to do if they have concerns about a child. Children are protected as the well-qualified and established staff team keep the premises very secure and supervise the children at all times. For example, entry is through the use of pass cards. The nursery has excellent, robust recruitment and vetting procedures in place. All staff are suitably qualified and vetted. Detailed risk assessments are carried out and regularly reviewed. The manager links accident records to risk assessments and staff conduct daily checks of all areas of the setting. This ensures a very safe environment for children and staff.

All staff has been involved in the self-evaluation process and has completed a very detailed evaluation of their setting. Improvements identified have been implemented to improve outcomes for children. Children's well-being is significantly enhanced due to the exceptional organisation of this setting. This is due to the directors and manager valuing and respecting their excellent staff team. All staff take responsibility for what they do within the nursery and show an excellent commitment to the children and the nursery. This has a positive impact and results in a setting where the needs of the children are fully met. All recommendations from the last inspection have been successfully and comprehensively addressed. This results in a setting that is forward thinking, exceptionally well organised and demonstrates a shared vision for the future to ensure that continuous improvement is sustained.

The excellent relationship with parents and carers contributes to improvements in children's achievement, well-being and development. The nursery ensures that parents develop a sense of belonging to the setting and have a say in the care and well-being of their children. Parents receive very good quality information about the provision. All parents complete a starting booklet about what their child can do and their individual likes and dislikes with these updated as needed. This information helps staff to have an excellent knowledge of each child's background and individual needs. Children benefit from their parents' involvement in their learning in the setting. All rooms within the nursery have a parent's communication board with specific information about that room, key groups and children's activities. Parents are well-informed about their children's welfare, achievements and progress so children are able to continue their learning at home. For example, children are encouraged to take home books to share with their families. Parents are regularly encouraged to take home and read their children's learning journals and write comments. They are also given written and verbal information about their child's day. Regular newsletters are sent out to parents which highlight themes and coming events for their nursery and also newsletters from the organisation keep them informed of specific changes or events. Parents are encouraged to complete questionnaires and speak very highly about the nursery.

The nursery has developed effective working partnerships with other early years settings which some children attend. They have forged links with local schools that children may attend. All staff are focused on helping all children to make very good progress in their learning and development and in promoting their welfare. Staff makes the most of diversity to help children understand the society they live in. The resources are very good and support children in their development.

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

Children make excellent progress towards the early learning goals. Staff provides a very wide range of activities that take into account children's individual learning needs. They provide a well-balanced day that contains suitable periods of time where children mainly follow their own initiated ideas as well as some adult-led activities. Staff plan the day to ensure children's interests and learning needs are thoroughly met. The changes to planning and observations have recently been cascaded throughout the nursery and are now fully embedded to ensure that children continue to make progress inline with their capabilities and starting points.

Children arrive eager and ready for their day at nursery and they settle to their chosen activities with a real enthusiasm. Staff in all areas interact positively with the children and ensure appropriate levels of challenge are available for all. For example, a variety of peg boards are available to the children to ensure the individual stages of the children are met. Children are very eager to play and join in with the activities. They get excited at what they are doing eager to share their knowledge with their peers and staff, such as, talking about the birds when making the bird feeders. Their levels of concentration are excellent as they are allowed to spend time at their own chosen activity and go back later to consolidate their own learning.

Children's social skills and ability to communicate with others are rapidly enhanced, so that they are developing the underpinning skills needed for their future success. Children enjoy the activities that they participate in. For example, when helping in the garden they eagerly name the plants and collect the snails and make sure they are kept safe. Staff ask lots of questions, talking about shapes, colours, number of wheels needed. This promotes children creativity, problem solving, reasoning and numeracy. Numbers and letters are used throughout the nursery with children using numbers in their play counting when jumping over the obstacle course and when lining up to go indoors for lunch. Children self-register on arrival and find their named coat pegs and name cards at lunch time. Children freely access writing materials and take resources with them to continue their games. Children freely label their art work and take delight in sharing them with visitors.

All children behave very well as staff use positive approach suggestions to manage behaviour. Staff act as positive role models. They foster children's self-esteem and offer praise and encouragement at all times, as they sensitively remind children to share with their friends, to be polite and to be kind and helpful. The setting is wholly inclusive and all children are integrated and included in activities. Children with additional needs are supported by experienced practitioners who work closely

with other professionals to ensure that their needs are consistently met.

Children are aware of the routine and respond very well when the staff talk about past and future events. Children have lovely warm relationships with the staff and approach them as and when needed, demonstrating that they feel safe. Babies settle very well when left by their parents and demonstrate they feel safe and secure with the staff. Babies enjoy tactile activities, for example, the treasure baskets and they crawl in the sand tray. All children enjoy time spent in the sensory room when they are able to enjoy a variety of experiences. Children play very well together and have definite friendship groups in place. They help and support each other whilst playing and are very caring towards each other. Children discover the wider world as they learn about different countries through tasting food and celebrating festivals. The outdoor play area that is freely available throughout the day to children aged over one year old is very well resourced with children taking part in a variety of activities. Babies are taken outdoors in their pushchairs and are able to sit in the soft play area to ensure they have fresh air daily.

Children follow very good hygiene practices as they take increasing responsibility for washing their hands appropriately throughout the day. There are rigid procedures in place to protect them from infection. They benefit from varied menus that take account of children's dietary needs and introduce them to a good range of healthy foods. Meals are cooked on-site from fresh ingredients and children learn table manners and social skills as they sit together for meals in small groups. Children enjoy their meals and eat very well. The older children demonstrate a very good awareness of healthy foods as they talk about their favourite foods and what is good for them. Children plant, grow and harvest food from their vegetable plot and take this to the cook to prepare which helps children to understand where their food comes from. Children learn about keeping themselves safe through the discussions and activities provided. They have visitors to the setting, such as, the police and dental service who come and talk to the children about keeping themselves healthy and safe. They practise evacuation procedures and learn how to use equipment safely. The support and care they receive from staff and the bonds they are forming with them, enable children to feel secure and safe in their environment.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	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
--	---

### Outcomes for children in the Early Years Foundation Stage

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **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