

# Kidsunlimited Nurseries - Eldonians

Inspection report for early years provision

---

**Unique reference number**

EY268696

**Inspection date**

11/03/2011

**Inspector**

Frank Kelly

**Setting address**

Burlington Street, Vauxhall, Liverpool, Merseyside, L3 6LG

**Telephone number**

0151 298 2521

**Email**

**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).

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 Eldonians Nursery opened in 2003 and is one of 56 settings run by a limited company. It operates from three rooms in a purpose-built building situated in the Vauxhall area of Liverpool. The setting is fully accessible with assisted facilities and enclosed outdoor play areas. The setting is open each week day, with the exception of bank holidays, all year round from 7am until 6pm.

The setting is registered on the Early Years Register. A maximum of 60 children aged from nought to five years may attend the setting at any one time. There are currently 80 children attending who are within the early years age range. The setting supports a number of children who speak English as an additional language and children with learning difficulties and/or disabilities.

The setting employs 21 staff to work with the children, all of whom hold recognised early years qualifications. One member of staff holds Early Years Practitioner Status (EYPS). Eight staff are working towards additional qualifications, including one for EYPS and three for Early Years Foundation degrees. The setting receives support from the early years team and provides funded places for the provision of early education for some of the three and four-year-olds.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Staff have created a vibrant and enabling environment within which children are warmly welcomed and supported to make good progress in their learning and development. Documentation is used to good effect for promoting partnerships. The range of information sharing systems is actively promoting inclusive care, although, some regulatory required information has not been obtained for every child. Children's welfare is promoted through robust safeguarding procedures and premises that are kept safe and secure. The management demonstrates a commitment to continuous quality improvement and is monitoring the provision. Its self-evaluation is realistic in assessment and demonstrates regular review and rapid progression.

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

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

- ensure that records of all required information are held for each and every child (Documentation).

25/03/2011

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

- further develop the opportunities for children to do things in different ways

- and on different scales when outdoors
- further extend staffs' understanding about how they can support children to extend their thinking and make connections in their learning.

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

Children are safeguarded through secure corporate procedures. These include rigorous recruitment procedures that ensure that adults have the relevant experience and are of suitable character to care for children. Thorough induction and regularly updated training regarding the procedures for safeguarding and protecting children from abuse are implemented. Consequently, the staff team is well informed, fully familiar with and confident about how they should report any concerns they may have about a child.

Premises maintenance and fire detection equipment testing is reflective of legislative requirements. On a daily basis, children are protected from accidents and harm through good staff supervision and well-maintained equipment. Security is robust and internal monitors enable the management to maintain regular supervision. Full risk assessment is audited by specifically appointed and trained staff within the organisation. This is further complemented by the daily checks undertaken by the staff. The setting is kept very clean and policies for promoting children's good health are effectively and consistently implemented.

The management team's self-evaluation is accurate in its identification of the settings strengths and weaknesses. It uses quality checks from a variety of sources, so it is able to demonstrate how they have improved all aspects of the provision. Those holding direct responsibility for supporting and mentoring staff have enthusiasm that it is infectious. The relatively new day-to-day management team have successfully stimulated the staff's confidence and morale, helping them to channel their efforts to very good effect. Staff eagerly want to share the vision and aspirations for the setting and the children. For instance, they have fully embraced the reorganisation of the grouping of older children and the continual access to the outdoor play areas for all children. Senior management support, funding initiatives and a regular programme of review is providing an effective base for further improvement.

Staffs' welcoming and friendly nature, the equipment and resources are reflective of the cultural groups within the setting, thus helping to make all children and families feel included. Staff have engaged parents, seeking out key words in children's first language and displaying them. However, they are not always confident to use them. The setting is successful in engaging parents. They provide displays, newsletters, questionnaires and verbal interactions to share a variety of information. Extremely good information is obtained when children first start and a care plan is devised and agreed with parents. However, whilst some details for one child are held electronically, the hard copy was not available which means that it is not clear which parental consents are held. In addition, the required information about who has legal access to and parental responsibility for some of the children has not yet been obtained. These are regulatory requirements and the

management has agreed to take immediate action to resolve this.

Parents are relaxed and at ease within the setting. There is information about the learning and activity planning displayed and parents are regularly invited to meet with staff to discuss the children's development in greater detail. The systems for supporting children who have special educational needs, or who require additional support, are in place and reflect secure inter-agency working. Transition arrangements with schools are developing.

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

The outcomes for the children are promoted very well at this setting. Children's healthy lifestyles are encouraged through good hygiene practises and the staff talk about the importance of hand washing to prevent germs. The recently improved menu has been carefully designed in consultation with nutritional consultancy and nationally recommended guidance. Babies and toddlers rest and eat according to their usual routines. The installation of wooden play pavilions means that children enjoy free flow play where they can spend a great deal of time outdoors, thus, enjoying plenty of fresh air and exercise. Physical activity is actively encouraged, for example, babies are supported to practise their tentative walking skills. Toddlers enjoy energetic singing and dancing and older children are honing their physical skills as they climb, scramble and balance on a range of fixed apparatus. The close relationships which have been developed between staff and children means that the children feel very safe and secure. They are content and relaxed, eager to explore and engage adults in their play. Older children demonstrate an understanding of personal safety. They talk about the need to use oven gloves when they make 'pancakes' during role play and explain that the extinguishers are for 'a fire'. This understanding is further enhanced as staff support children to take risks in a safe and controlled manner. For instance, they stay close to the swinging tyre bridge, but encourage the children to negotiate it independently. They make suggestions to help the children achieve this, such as, reminding them that they can use the post and rails to steady themselves as they move forward.

The outdoor area has been greatly improved, numerals, mark making, role play and planting and growing are all well represented. The management is aware of the benefits of extending this provision to allow children to do things differently or on a bigger scale. The vibrant and stimulating way the setting is organised successfully provides children with quality experiences that fully span all six areas of learning. Consequently, children are motivated and curious learners. Their play is enhanced through the recently revised systems for planning and assessment, which are securely based around the children's interests. Staff use their observations well to provide challenges to help children to extend and consolidate individual children's learning and development. Additional thematic plans are also created as a team and staff use the children's prompts to build on their initial ideas. For example, a theme about our world has been extended as children started to talk about space.

Ongoing group activities, such as, creating a giant space rocket model, means all

the children can contribute to different parts of the process as it meets their interest. A good balance of daily routines, adult-led play and free-play provides children with a balanced learning programme. For example, children's independence is encouraged through helping set up for lunch. They sit with their key person group to join in number sorting and counting games. They freely choose their activities, for instance, explaining to adults that they need a watering can as the plants need water. Some staff are confident to use open questions or unplanned activities to help extend children's thinking. For example, when a child announces, 'look two yellow ones', the member of staff acknowledges this and asks the child if they know what shape they are. Babies and younger children enjoy exploring in the boxes of tactile resources, testing the paint and sand. They giggle at what they can make things do, as they press the buttons on the activity phone, delight at the sound they make with the triangle and proudly lift the flaps on books. Older children are keen to discuss numerals and letters on the laptop and eagerly ask if they can print their work. They share well, taking turns to use the wheeled resources and computer and staffs' gentle support and role modelling further helps children to be tolerant and take turns.

Trips out to local places of interest are enhancing the children's understanding of their wider world. For example, they learn about using public transport and draw observational pictures and use the digital camera to create and record images of a Chinese Arch during a trip, linked to their learning about Chinese New Year. These types of activities, along with fundraising initiatives are helping the children develop positive attitudes towards others and fostering their early citizenship. Consequently, children are developing very positive attitudes towards learning. This enabling environment is conducive to the children's all-round development and is equipping them with the skills to secure future learning.

## 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
--	---

### 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

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)



