

Kidsunlimited Nurseries - Timperley

Inspection report for early years provision

Unique reference number EY414153
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Inspector Anne Drinkwater

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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*.

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Description of the setting

Kidsunlimited Nurseries - Timperley registered in 2010. It is run by a limited company and is part of a large chain of nurseries. The nursery is based in a purpose built building in Timperley, Cheshire. The nursery operates from six base rooms and a small activity room for quiet activities. A maximum of 88 children may attend the nursery at any one time. There are currently 74 children attending who are within the Early Years Foundation Stage. Of these, 17 children receive funding for early years provision. This provision is registered by Ofsted on the Early Years Register.

The nursery currently supports children with special educational needs and/or disabilities, and who speak English as an additional language. There is disabled access and facilities, including a lift. All children share access to a secure enclosed outdoor play area. It operates five days a week all year round, except for bank holidays. Sessions are from 7.30am until 6pm. Children are able to attend for a variety of sessions.

The nursery employs a manager and 17 members of childcare staff. Of these, the majority hold appropriate early years qualifications to level 3. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall good systems are in place to ensure the needs of all children are met effectively and promotes equality and effective partnership working with most other professionals and parents; this enables children to feel safe. Staff implement most policies and procedures that help safeguard children and promote their welfare. The capacity to maintain continuous improvement is strong as staff show a clear understanding of their service and take positive steps to promote improvement and consistency of care.

What steps need to be taken to improve provision further?

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

- ensure documentation relating to staff checks and parental responsibility is regularly updated
- develop further systems for linking with all other providers of Early Years Foundation Stage to ensure continuity and consistency of learning needs for all children who attend these other settings
- extend the range of information gathered from parents in order to identify children's individual starting points upon entry to be able to provide the best learning opportunities for children.

The effectiveness of leadership and management of the early years provision

Effective systems are in place to help safeguard children and promote their welfare. Staff have attended relevant training and know what to do if they are concerned about children's welfare. Robust systems are in place to ensure the ongoing suitability of permanent staff to work with children, such as vetting checks and thorough systems of induction and appraisal. However, the recording of suitability checks for new staff is not clearly documented. Children's welfare is also safeguarded as most of the required documentation is clear and precise and regularly updated to reflect change; that said, the reviewed documentation to state who has legal responsibility of children has not been updated for all children. Clear records are available to show the attendance of children, staff and visitors along with records of any accidents or medication administered. Risk assessments are conducted relating to the premises, activities and outings, promoting children's safety. In addition, children participate in regular fire evacuation drills and staff show high regard to promoting safety at all times. Equality and diversity are promoted well. For example, methods of working in partnership with other professionals and parents are in place to ensure the provision is fully inclusive and children's individual needs are met. However, staff are aware that systems for linking with other providers of the Early Years Foundation Stage for all the children who attend these settings are not robust.

Staff ensure information is shared effectively, supporting children who have English as an additional language and identified special educational needs and/or disabilities. Children learn about people in the community through outings and they participate in a broad range of events and activities that help them learn about their community, cultures and beliefs. They have access to a broad range of resources and good quality books that promote diversity.

Engagement with parents is very good; they and their families have numerous opportunities to be involved in the life of the nursery and have their say through coffee mornings, sibling sessions, questionnaires and involvement in the nursery evaluation. They report that the service is excellent and their children are very happy. Their voices are heard and their comments are listened to and changes are made. All information and documentation is shared appropriately with parents and they have good opportunities to discuss their children's progress with staff. Methods of self-evaluation are well established as staff with the involvement of parents have completed an accurate evaluation of their provision. The manager and deputy support staff in evaluating their practice as they conduct regular observations of documentation and staff interaction in their rooms, giving praise through 'Employee of the month' schemes and identify their training needs during appraisal. Staff attend a range of training courses enabling them to extend their knowledge of childcare.

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

Children are supported well by staff that show a keen interest in children's self-initiated play. Staff show confidence as they freely join in with activities, such as singing with children. They support children's learning well by asking them questions that make them think and encourage them to explore their learning environment. Staff are well organised and where they can promote free flow play, enabling children to make choices of indoor and outside play while being constantly supervised. Children are offered a good balance of learning opportunities, enabling them to engage in child-led and adult-led activities, group times and outings. A range of documents are used consistently by staff in all group rooms to record their observations and assessments of children's progress relating to all areas of learning. Staff then use their observations and assessments to aid future planning of activities that relate to children's individual learning needs and interests. Good systems are in place to identify children's additional learning needs and the ratios allow for the provision of additional staff to support individual children and ensure their needs are met. Staff also support children who are learning English as an additional language by using key words from the children's home languages which are displayed in the group rooms along with story books and visual timetables. Children's welfare is promoted well as children's allocated key staff work closely with parents to ensure children's individual care needs are known and respected. Staff make records of all events of the day enabling parents to be kept well informed of their child's food and drink intake, sleep times and activities. Space is used effectively and the walls are adorned with a range of children's creative work and photos of them participating in activities. Children benefit from high quality furniture and resources in all group rooms that are suitable for their ages and abilities. Resources that reflect all areas of learning are stored at low level, enabling children to make choices and develop their independence during indoor and outdoor play.

Staff take positive steps to help stop the spread of infection and help children to learn good hygiene habits, such as washing their hands before meals and blowing their noses appropriately. Children's individual dietary needs are catered for as they enjoy a balanced diet of meals that are freshly cooked on the premises that relate to their needs. They enjoy relaxed mealtimes as they sit in small groups with staff and serve their own food at the table, creating a sociable atmosphere. Children are well behaved and benefit from clear guidelines from staff regarding expectations of their behaviour. The level of care and support for individual children and their families enables all children, including those with special educational needs and/or disabilities, to feel included. Children benefit from strong relationships with staff; they seek comfort when upset and snuggle in for cuddles, helping them to feel safe. In addition, children settle into nursery life gradually as parents follow a settling-in programme; this helps children feel safe and confident in their environment when their parents leave. Children show a positive contribution to their environment as they play cooperatively and relate well to the daily routines, including helping to tidy away toys. Children are making good progress in all areas of learning. They show increasing personal independence and have good opportunities to develop their self-care skills. Younger children show a

keen interest in books and actively join in stories read by staff. Babies explore a wide range of media such as straw, gloop, paint and natural materials. Older children make good attempts at writing their names and labelling their plants. All children engage freely in conversations with each other and staff during play, enhancing their language skills. Older children show good problem solving skills as they use a range of puzzles appropriately. They have daily opportunities to learn about number, weight and size as they use a good range of resources that promote their numeracy and reasoning skills. They also learn about number through everyday experiences, such as helping staff to set out the tables with plates and cutlery at lunch times. Children develop their awareness of nature and living things and use an abundance of natural materials such as shells, cones and wood, they grow vegetables and plants in the garden and handle their pet rabbit or guinea pig. They learn about technology as they use programmable equipment, scales, measures and the computer. Children have good opportunities to learn about cultures and beliefs while participating in activities relating to festivals and events held at the nursery. Children enjoy being creative while using a range of paint, collage and malleable materials. They develop their imaginative skills as they freely engage in role play, enacting real life experiences while using the puppets, or enhancing their play with small world objects. Children have good opportunities to develop their physical skills and adopt healthy lifestyles as they engage in indoor yoga sessions, dancing and frequent outdoor play in the creatively developed play area enabling them to gain regular fresh air and exercise.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	3
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

Outcomes for children in the Early Years Foundation Stage	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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