

Kidsunlimited Nurseries- Bradmore Road

Inspection report for early years provision

Unique reference number	134020
Inspection date	14/07/2011
Inspector	Tom Radcliffe

Setting address	4c Bradmore Road, Oxford, Oxfordshire, OX2 6QW
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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 - Bradmore Road opened in 1994. It is a workplace nursery for families connected to the university and is one of 57 settings run by Kidsunlimited. The nursery is a purpose built unit comprising of four home bases, with a central play area and enclosed gardens for outdoor play. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 54 children may attend the nursery at any one time, all of whom may be in the early years age group. Children aged three and four years are funded for free early education. There are currently 61 children from three months to five years of age on roll. Children attend for a variety of sessions, usually for two, three or five days. The nursery welcomes children who have special educational needs and/or disabilities and supports those who speak English as an additional language. The nursery opens five days a week all year round; from 8am to 6pm. There are 14 staff who work with the children, and a cook who prepares the meals and snacks. The nursery has 12 staff who hold early years qualifications to at least level 2; and two members of staff who are currently working towards a recognised early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery provides children with interesting and challenging play opportunities in a high quality environment which promotes choice and independence. Children are understood as individuals which helps to ensure that overall, their learning and welfare needs are given good attention. The nursery has effective partnerships in place with parents, other settings and professionals which support the progress that most children are able to make. The provider and manager use well developed processes of self-evaluation. This gives the nursery the capacity to build on standards that are already good and enables outcomes for children to be regularly enhanced.

What steps need to be taken to improve provision further?

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

- continue to monitor the recently updated planning strategies to ensure that children's ongoing learning needs are fully supported.
- continue to develop a challenging and enjoyable programme of learning and development for children who learn English as an additional language.

The effectiveness of leadership and management of the early years provision

Most aspects of the nursery are very well organised and visually striking. The provider has well written policies and procedures which are shared with parents. This ensures that the child-friendly nursery is managed safely and efficiently. Arrangements for safeguarding children, including effective procedures to identify any child at risk of harm, are robust, regularly reviewed, carefully managed and understood by all staff. As a result, all children are very well safeguarded. Supervision is attentive and working practices protect children's interests. Children enjoy the freedom to use all available play spaces both indoors and outdoors. They play safely and are able to take risks as they explore the nursery which is thoroughly risk assessed to minimise hazards. This allows children to have exciting and stimulating learning experiences which impact on their enjoyment considerably. Children's good health and well-being is effectively promoted by staff, for example, in cases of illness and through their use of hygienic daily routines.

The provider has a good approach to self-evaluation. This provides the nursery with an accurate understanding of its strengths and relative weaknesses. The manager ensures that regular feedback from parents, children and staff is used to create actions plans. This builds an ongoing improvement agenda in the nursery, which all staff support wholeheartedly. The manager leads a reflective team of practitioners very well and has good analytical skills to set priorities and monitor the impact of any changes. The nursery also values the views of the local authority about its work. There have been significant improvements since the last inspection. The nursery enjoys a good partnership with parents. They value the work of the nursery and make a contribution to their children's progress. In addition, the nursery is experienced in working with other settings and professionals to support children's ongoing learning and development.

Children play in a high quality environment. It is extremely well resourced and organised to have the maximum impact on children. Children's all round development is supported by the vast array of play resources that they access. Staff respond very well to the choices that children make. They enhance child-led activity as they stay close by to offer suggestion, guide and deepen children's understanding. Timely interventions by staff help children learn and understand as they play. The nursery promotes inclusive practice at all times. Staff treat all children as individuals who are able to build on their existing skills and abilities. This approach supports children who have special educational needs and/or disabilities, and children who learn English as an additional language. Children experience play and use resources that enable them to appreciate their diverse world in an age appropriate way.

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

Most children make good progress as they take part in constructive play which can be mainly child-led. The nursery has very effective systems in place which allows it to have a good understanding of children's starting points, interests and preferred learning styles. Staff undertake a range of observations on children to gain a sense of their progress towards early learning goals. Assessment information is collated into individual folders and used to plan children's individual learning journeys. The nursery has recently introduced modifications in its use of assessment information and planning. Staff have monitored this to ensure that it meets their planned success criteria. This approach is to be continued to ensure that children's ongoing learning needs are fully supported and understood. The nursery has a very good understanding of the Early Years Foundation Stage. Staff also fully understand that children learn best through play and first hand experiences.

Children of all ages thrive in a purposeful play environment. Children use outdoor play spaces which are resourced as outside classrooms. They learn about how bubbles behave, build walls from large bricks and play imaginatively with role play equipment. They enjoy sharing books with adults and listen very carefully to advice given when they make real life drawings. Children are able to play with a large range of equipment to encourage early writing skills and are fascinated by the textures of sand and slimy substances. They experiment with water to gain a sense of quantities and floating. Children are able to use computers and a large range of outdoor play equipment to support their confidence and physical development. While indoors children are able to access a large range of age appropriate toys and resources. They discover about x-rays and make their own passports with a real one as a starting point. Staff work well to meet children's learning needs. The nursery is reviewing the progress made by children who use English as an additional language. Though these children are making progress; staff wish to be sure that they enjoy what they do and that they face appropriate levels of challenge.

Children's welfare is promoted very well by the nursery. Children are safeguarded and have a good understanding of their own safety and that of others. Children's behaviour is very good and staff manage this calmly and with good humour. Children of all ages are able to share and take turns. They also include each other in their play and show the ability to organise their own play experiences. Children grow with an understanding that they may be different to others. This naturally occurs as children of different ages and backgrounds mix when in the nursery. They also are able to apply themselves for long periods of time and use skills that they already have. In addition, children are learning how to behave in different situations. This enables them to be able to listen to stories, have meals at a table or play outdoors on climbing equipment.

Outcomes for children are promoted very well by the nursery. Children enjoy making choices, having conversations and using their imaginations. They are usually well motivated to explore and decide how they want to spend their time. Children feel very safe and enjoy very secure and trusting relationships with adults.

This is a strength of the nursery and provides children with a firm basis for learning. Children have a good understanding of healthy lifestyles and choices as they have healthy meals and understand about personal hygiene. Most children enjoy challenge and respond well to the expectations of adults. Children generally acquire skills and abilities which are age appropriate and their progress ensures that most are prepared well for future learning needs.

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	1
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
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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	1
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