

Kidsunlimited Nurseries - Esher

Inspection report for early years provision

Unique reference number	EY420539
Inspection date	25/07/2011
Inspector	Jane Nelson

Setting address	1 Poplar Road, Esher, Surrey, KT10 0DD
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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 Nursery-Esher, in Surrey, opened in February 2011. The nursery is one of a chain of nurseries owned and operated by Kidsunlimited Limited. It is situated on a new housing estate near Hinchley Wood School and railway station, local shops, and woodlands. The nursery is located in a new, purpose built, fully accessible two-storey building. It is registered on the Early Years Register and the compulsory part of the Childcare Register. It is registered to care for a maximum of 72 children in the early years age group at any one time. There are currently 78 children on roll, who attend on a full or part-time basis, from the surrounding area. All the children on roll are in the early years age range. The nursery is currently applying for the nursery education grant for three and four-year-old children. The nursery supports children who learn English as an additional language. The premises are four base rooms on the ground floor, with direct access to the outdoor play areas, and a pre-school room on the first floor. The manager has a Level 3 qualification, a Foundation Degree in early years, and has recently completed her BA Honours degree. She is currently completing Early Years Professional Status. The deputy holds a level 3 qualification. In addition to the manager and deputy, there is a staff team of 12 who work with the children. Seven members of staff have childcare qualifications to National Vocational Level 3, two have National Vocational Level 2 qualifications, and three are about to start working towards a qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning and development, in this child-centred environment. They benefit from effective staff interaction and a broad range of planned activities and play experiences. Self-evaluation is used effectively, overall to prioritise aspects of development. Relationships with parents are good and result in generally secure information sharing. Partnerships with other settings children attend are effective.

What steps need to be taken to improve provision further?

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

- develop the use of self-evaluation to focus future development and work collaboratively by encouraging staff and parents to contribute to the process
- improve systems to involve parents in their child's continuous learning and development, by contributing to their child's development records and commenting on their progress, for example.

The effectiveness of leadership and management of the early years provision

Staff know and understand their responsibilities regarding safeguarding, and are clear about the procedures to follow should concerns regarding child protection arise. New members of staff receive training relating to safeguarding as part of their induction. Information about safeguarding is clearly displayed to remind staff of their responsibilities. Effective corporate recruitment and vetting procedures are in place to establish staff's suitability to work with children. The staff team are aware that new staff cannot be left alone with children until the suitability checks are completed. Detailed risk assessments are used effectively and the required records are maintained. These monitor and review safety issues inside the premises, in the garden and on outings. Consequently, the manager and staff are fully aware of any issues that arise or need monitoring.

The nursery premises and garden are of a high standard. A calm, welcoming and child-orientated atmosphere is created by the staff team. They support children's learning and development well, through affectionate interaction and a good range of well-planned play experiences. The nursery is equipped with an extensive range of high quality play materials, furniture and resources. The available space is effectively planned and organised to meet children's needs, promote independence and encourage children's flexible use of the indoor and outdoor areas. The premises are fully accessible, and photographs, displays and resources reflect diversity. Strategies, such as requesting familiar words in languages used at home, are used to support children with English as an additional language. Staff also recognise that parents prefer their children to develop their use of the English language. Good use is made of the well-planned outdoor area to extend children's learning experiences according to their different stages of development. A communal room named 'Play Street' is used for indoor physical play or for themed activities. The current theme 'Esher beach', enables children to play with buckets, spades and sand on the floor, or to sit on deck chairs or underneath the umbrella.

The required records and documentation are maintained, and policies and procedures are informative and well organised. Parents are informed through the policies and procedures folder and the nursery's website. Relationships with parents are good, and they feel information is shared well with them. Information relating to children's development is recorded by staff and used effectively to focus planning, and identify children's next steps. Children's individual developmental files are accessible to parents at any time, although in practice not all parents access these and contribute to them regularly.

The management team have many years experience, and are in the process of building an effective staff team. Good support and monitoring is provided through the organisation's corporate system. These, together with the management team's plans for how the nursery will develop, demonstrate a good commitment to continuous improvement. Access to local authority resources, such as training and advisory visits, is in progress. Self-evaluation is used effectively to identify and prioritise future plans, some of which are in the process of being implemented.

However, this does not currently involve staff and parents. Partnerships with other settings children attend are effective to support continuity and transition.

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

A high emphasis is placed on the emotional security of the babies and young children. The well-resourced environment and calm, reassuring interaction with staff encourages young children's exploration and investigation as they gradually develop confidence and independence. Children demonstrate they are happy and feel secure through smiles, vocalising and looking to staff for reassurance when they feel a little uncertain. Individual routines are followed, particularly with the babies, providing comfort and reassurance. Children behave well as they are busy and interested in the environment, each other and their play. When disputes do occur they are managed appropriately by staff, and children's attention is soon distracted to another activity. Children's achievements are valued. For example, staff and other children show pleasure and excitement when they achieve skills, such as pulling themselves up and walking with the aid of a push-along toy for the first time. Children repeat this activity several times gradually increasing their confidence and taking pride in this new skill.

Children are gaining and developing skills they will use in the future through their play and learning. They use an extensive range of quality play materials supplemented and supported with natural materials such as small logs, wooden building blocks and everyday objects such as brushes, sponges and pump dispensers that encourage children's exploration and experimentation. Children confidently use toy phones, chatting while they hold the phone to their ear, and press the keys on a keyboard while looking at a play computer screen. Older children confidently use the 'real' computer in the pre-school room, demonstrating their skills to younger children, who watch as their friends move the mouse and talk about what they are doing. Children see diversity reflected in the resources they use daily and in photographs displayed in the nursery. This enables them to recognise and respect difference. Opportunities for children to learn about their local community are developing well. They have enjoyed a visit from a mounted policeman and his horse. A visit from the local fire service is planned in the near future.

Children's understanding of health and good hygiene procedures are encouraged well. They are learning through their daily routine, such as hand washing before meals and after using the toilet. Babies have their hands and faces wiped with individual flannels and older children use the creatively designed child-height toilets and sinks with increasing independence. All children thoroughly enjoy eating the home-cooked lunches, such as lamb stew, new potatoes and broccoli and selection of fresh fruit. Babies and younger children are supported as they experiment with self-feeding. Older children are developing independence as they help themselves to vegetables from communal dishes.

Children's physical skills are encouraged well by daily play in different areas of the

outdoor play space. Babies are able to crawl and move safely and easily between the indoor and outdoor environments. They safely investigate and explore a range of natural materials, such as sand, wooden bricks and the leaves that fall from the overhanging trees. Toddlers and older children move between their base room and the garden, developing physical skills as they climb and balance on play equipment. Here they can ride and push wheeled toys, use their imagination and problem solve as they use a hose to fill buckets and water containers.

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	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	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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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met