

Kidsunlimited Nurseries - Mansion House

Inspection report for early years provision

Unique reference number	134018
Inspection date	09/08/2011
Inspector	Sheena Bankier

Setting address	Apsley Road, Summertown, Oxford, Oxfordshire, OX2 7QZ
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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 at Mansion House Day Nursery has been registered since 1992. It is managed by a private organisation and is part of a large chain of nurseries. The nursery operates from three rooms in a converted Victorian manor house in the Summertown area of Oxford. There are fully enclosed outdoor areas. The premises are fully accessible. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is registered to provide care for up to 49 children under eight, of which 21 may be under two years of age. There are currently 57 children on roll in the early years age group.

The nursery is open 50 weeks of the year, Monday to Friday 8am to 6pm. Children can attend on either a full or part-time basis. The nursery serves the Oxford University staff and students. Children attend from the local and surrounding area. The nursery is able to support children with special educational needs and/or disabilities and children who speak English as an additional language. Early years funding is available to children who meet the criteria from the age of three.

The nursery employs 16 staff to work with the children and in addition to these a cook. The manager and ten other members of staff hold appropriate early years qualifications. Three members of staff are currently working towards gaining a qualification or furthering their qualifications

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress towards the early learning goals. They benefit from interesting activities that strongly support learning outcomes. Clear strengths in the leadership and management of the nursery result in ongoing positive improvements. Practices and procedures are mainly fully effective to promote children's wellbeing and learning. Parents take an active role at the nursery with good communication and relationships in place.

What steps need to be taken to improve provision further?

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

- consider how staff are kept up to date and implement the nursery hygiene procedures
- consider opportunities for children to develop spoken language through sustained conversations between children and adults, for example, at meal times
- consider promoting the further use of children's home languages within daily routines.

The effectiveness of leadership and management of the early years provision

Staff demonstrate a good knowledge and understanding of safeguarding issues. Regular reviews of safeguarding procedures take place, for example, at staff meetings and through further training. This results in staff having an effective understanding of their responsibilities to children's welfare, and knowledge of the steps to take in the event of concerns arising. Hygiene procedures are mainly effective. At times, staff do not always wash their hands in between different tasks, such as, putting the beds out and then helping with lunch. Risk assessments are robust and staff demonstrate they understand the importance of carrying these out to promote children's safety. Children are developing their understanding of safety through reminders from staff, and taking part in regular evacuation practises.

Regular training supports staff professional development and good practice. Staff work well as a team and model friendly and respectful behaviour to the children. Required documentation is organised effectively and regularly reviewed. Parents are able to join the parent nursery association to involve themselves in the organisation of the nursery. The nursery drives improvements successfully through using advice and support and implementing clear action plans. Parents, staff and children contribute strongly to the self-evaluation process. The nursery welcomes their views and opinions and incorporate these effectively. The nursery provides good information to parents with photographs, notice boards and policies and procedures on display. Parents benefit from effective feedback from staff about their children's day and progress.

Parents, children and visitors benefit from a warm and welcoming environment. The nursery values the different backgrounds of children, such as, other languages spoken. They encourage parents to share this information and to provide key words. They use some of this information well, for example, they display words and phrases in other languages children speak and have dual language books. Staff demonstrate a good understanding of the other languages children and families speak, although rarely use basic key words, such as, greetings routinely with the children alongside English. Good quality resources and effective use of the facilities available meet children's needs well. Children are able to self select resources in all rooms from low level storage units, enabling them to make their own choices and decisions. Resources are carefully stored and labelled. The nursery has a proactive approach to forming good partnerships with other settings and carers. The nursery actively encourages effective communication to promote consistency in children's care and learning outcomes.

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

Children are happy and settle well at the nursery. Staff obtain good information about children's individual needs, for example, to provide familiar routines to babies. This supports children's strong feelings of security. Questions relating to safety support children's knowledge and understanding of how to keep themselves safe, for example, staff remind children that the food is hot, and ask what they should do. Children know they need to blow on their food to cool it down. Siblings are able to meet during the day and the different age groups interact at times, for example, outside in the garden. This provides times for children to increase their social skills and become familiar with other children and adults. Staff model and promote effective behaviour, such as, using good manners with the children. Children's behaviour is good and staff reinforce acceptable behaviour through reminding children of the positive rules in place. Egg timers promote effective sharing and turn taking while using popular equipment. Resources positively reflect the diverse society and these are freely available to children as part of their natural play. Staff and parents contribute to children's learning about people different to themselves, for example, a member of staff holds a weekly French session with the preschool children. The nursery welcomes parents to share their cultures and backgrounds, such as, cooking traditional food or showing children how to write in Chinese.

Interesting and varied activities capture children's imagination and engage them well, for example, water resources, magnets and a light box in preschool. Staff provide good interaction with the children, asking open ended questions to stimulate children's critical thinking skills. At times in the toddler room, staff do not always sustain or develop conversations further to increase children's language skills, for example, at meal times the conversation at times focuses on behaviour or asking simple questions to the children about the food. Staff play games, such as, 'peek a boo' with the babies to support their interaction and communication skills. They encourage babies to increase their skills, for example, babies develop their hand-eye coordination to put a brick on top of another one. Staff acknowledge children's efforts and achievements positively through praise. Children demonstrate they are proud of their achievements, for example, they call out 'watch me' as they confidently pedal a bike around. Staff undertake regular observations and assessments that support the effective identification of children's progress and next steps of learning. Staff actively promote children's effective progress, for example, they encourage children to try and use a knife in preparation for moving to preschool and provide activities for older children that support their early reading skills, such as, recognition of simple words. Staff in the baby room work closely with parents to develop future skills, for example, moving from a bottle to a lidded cup.

The preschool children grow fruit and vegetables that make good use of the space available and promote sustainability. Effective labelling values the children's contributions and stimulates thinking, for example, with questions. The children use the fruit and vegetables they grow in the food they prepare and eat, such as, potato salad. This provides effective learning experiences of how to care for living

things and where food comes from. The nursery provides varied, healthy, nutritious meals and snacks that are freshly prepared on the premises. All children have independent access to water throughout the day, for example, the babies and toddlers have clearly labelled cups with their name and a photograph. The older preschool children become competent and independent in their self care, for example, they visit the toilet and wash their hands without prompting. Children have plenty of fresh air and physical challenges, such as, free flow from the toddler and preschool rooms to their outdoor areas and visits to the adventure playground.

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

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

Met