

Kidsunlimited Nurseries - Woodstock Road

Inspection report for early years provision

Unique reference number	EY429252
Inspection date	16/11/2011
Inspector	Gill Little
Setting address	92 Woodstock Road, OXFORD, OX2 7ND
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Type of setting	Childcare - Non-Domestic

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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 Woodstock Road opened in 2011 and is one of a chain of nurseries owned by the Kidsunlimited group. The nursery operates from a large renovated house in north Oxford. There are two base rooms on the first floor for younger babies and three base rooms on the ground floor for older babies, toddlers and pre-school children. All rooms on the ground floor have direct access to an outdoor play area.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 85 children under eight may attend at any one time, all of whom may be in the early years age range. The nursery is currently caring for 60 children on the Early Years Register. There are currently no children on roll on the Childcare Register. The nursery supports children who are learning English as an additional language.

The nursery is open on weekdays, from 8.00am until 6.00pm, throughout the year. It serves the children of lecturers, staff and students of Oxford University. It is in receipt of funding for the provision of free early education for children aged three and four.

The nursery employs 22 members of staff who work with the children. Of these, 20 hold appropriate early years qualifications and the manager holds Qualified Teacher Status. A further member of staff is working towards a relevant qualification. The nursery also employs two kitchen staff. It receives support from an early years specialist teacher within the company and has links in place with local schools.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children flourish in this safe, welcoming and stimulating environment. Staff generally use resources well to help children make good progress in their learning and development. Exemplary partnerships with parents enable staff to meet children's individual needs to a good standard. Staff effectively support the large numbers of children who are learning English as an additional language. The nursery shows a strong capacity for continuous improvement. The management, staff and parents are working exceptionally well together to drive towards ambitious targets for the future.

What steps need to be taken to improve provision further?

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

- monitor procedures for younger babies to access outside spaces with a view to increasing the time they spend outdoors.

The effectiveness of leadership and management of the early years provision

The nursery demonstrates a high level of commitment to promoting children's safety. Robust recruitment procedures, including background checks, effectively assess the suitability of staff to work with children. Regular safeguarding training successfully supports staff in identifying and responding to children at risk. Rigorous security procedures are in place as staff check the identity of any visitors carefully and there is a key code entrance to each playroom. Staff routinely remind parents not to let visitors into the nursery and this procedure is generally effective. Comprehensive documentation successfully supports the safe management of the nursery. For example, staff maintain accident records promptly and carry out meticulous risk assessments.

The nursery is very welcoming with bright, spacious rooms. Resources are of a high quality throughout and successfully reflect all areas of learning. Children in the older age groups on the ground floor have direct and constant access to outdoor play areas. Younger children on the first floor are able to play outdoors daily but sometimes miss their time slots for this due to sleeping and feeding routines.

The nursery actively promotes equality and diversity. Staff show a strong commitment to supporting children who are learning English as an additional language. For example, they work closely with parents to find out about children's cultural backgrounds and home languages. They incorporate these different customs, festivals and languages successfully into their practice, which helps children and their families to feel welcome and valued. Staff use sign language with children and illustrate routines with pictures to support communication skills successfully. An effective system for assessing children's progress helps staff to meet the individual needs of all children well.

In the short time since its registration, the nursery has established exceptional partnerships with parents. The management and staff take the greatest care to involve parents fully in the life of the nursery. For example, parent representatives for each playroom, together with a recently established parent forum, very successfully influence developments in practice. Staff keep parents very well-informed about their children's progress, for example, through three-monthly assessments in all areas of learning. Parents state that staff are 'exceptionally attentive' to children's individual needs and listen carefully to parental concerns. For example, children who are reluctant to sit through a meal or a story at home receive significant support in the nursery to help them develop the necessary skills. The nursery also works closely in partnership with local schools to help prepare older children for the transition into full-time education.

The management and staff are effective in evaluating their practice. They very actively involve parents by emailing a draft self-evaluation form for consultation.

They also take into account the views of children. For example, children in the pre-school room contribute to ideas for topics. Ambitious plans are in place for the future. The manager has very high expectations across all areas of practice and rigorously monitors the professional development of each staff member. Staff have a very clear understanding of this vision for improvement through regular meetings and are able to contribute their ideas. As a result, outcomes for children are currently good and improving.

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

Children throughout the nursery show a strong sense of belonging. They develop secure relationships with their key person, other staff and their friends. They gain a good understanding about diversity as staff help them to learn about differences in a positive way. Children receive effective support to resolve any squabbles and this contributes to a calm and settled environment. They benefit from a sensitive approach to transitions between rooms and key persons, which works well for most children.

Gentle reminders from staff help children to develop a strong sense of safety, such as using equipment for its intended purpose and sitting on chairs correctly. Older children successfully learn about safety on outings, such as how to cross roads and to be careful around a fishpond.

Children develop a good understanding about a healthy lifestyle. They gain a positive attitude to a healthy diet as staff promote their interest in nutritious foods at meal times. For example, children actively engage in discussions about their vegetable soup or mince with couscous and green beans. Children successfully learn to wrap up warm in cold weather and to wash their hands before meal times. Physical activities, both indoors and outside, are available for all children on a daily basis. For example, children in the toddler age group march enthusiastically around the garden and join in excitedly with a game of 'hide and seek'. Younger children are able to feed and rest in accordance with their individual routines but sometimes miss their time slot for outdoor play. This has some limitations for them to enjoy fresh air, exercise and outdoor learning.

Children make good progress in their learning and effectively secure the skills they need for the future. Babies actively explore their surroundings with curiosity and interest. They enjoy a wide range of interesting activities, such as exploring household items in a water tray, making leaf prints, or enjoying an autumn walk. They enjoy cuddles with staff and receive good levels of support while they play. Children in the toddler age groups become engrossed listening to stories and singing action songs. They are keen to offer their answers to questions and to join in with discussions. They enjoy developing early writing skills and learn that these have a range of purposes in the wider world. For example, they make their own passports and staff connect this activity successfully to children's own experiences of travelling on planes. Children in the pre-school age group show good levels of concentration. They develop problem-solving and numeracy skills with good

support from staff. For example, while playing 'shops' they work out what they can buy for 50 pence. They enjoy a wide range of outings in the local environment, including museums and colleges in Oxford, which help them to learn about the world around them. They enjoy having interesting visitors, such as a martial arts expert who helps them appreciate the benefits of exercise.

Staff throughout the nursery make regular and accurate observations of children's progress. They use this information to plan relevant and challenging activities to meet children's individual needs successfully. As a result, all children, including those learning English as an additional language, make good progress in their learning and development.

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	1
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	1

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