

# Kidsunlimited - Wolfson Court

Inspection report for early years provision

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<b>Unique reference number</b>	EY301066
<b>Inspection date</b>	15/10/2008
<b>Inspector</b>	Heidi Falconer
<b>Setting address</b>	Wolfson Court, Clarkson Road, Cambridge, CB3 0EH
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<b>Type of setting</b>	Childcare - Non-Domestic

## 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.

## Description of the setting

Kidsunlimited - Wolfson Court opened in 2005 and is operated by Kidsunlimited. It is one of 52 nurseries owned by the company. It operates from a two-storey, purpose-built building close to the centre of Cambridge, Cambridgeshire. Children under the age of three are cared for on the ground floor of the premises and children over three years are cared for on the first floor of the premises, which can be accessed by stairs.

A maximum of 76 children may attend the nursery at any one time. There are currently 67 children from three months to four years on roll. Children attend for a variety of sessions. The group supports children who speak English as an additional language. The nursery opens Monday to Friday for 52 weeks of the year, excluding bank holidays. The nursery opens from 07:30 to 18:00. This provision is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

The setting employs 19 members of staff who work directly with the children, of these, 11 hold early years qualifications and three members of staff are working towards a qualification. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership.

## Overall effectiveness of the early years provision

Children are making good progress in their learning. They enjoy their time at the setting and take part in activities which make them think and extend their learning. The pre-school room is a key strength of the setting, where children play in a rich learning environment. The welfare requirements are met effectively, with the staff promoting children's good health and safety well. However, the organisation of the baby room lacks strong leadership and organisation. The monitoring system in place at the provision has effectively identified this as an area for improvement and the setting demonstrates a good capacity to improve. The setting actively promotes equal opportunities and anti-discriminatory practice, ensuring that all children and families feel included, safe and valued.

## What steps need to be taken to improve provision further?

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

- ensure that suitable provision is made for children who wish to sleep and that these children are able to sleep undisturbed
- ensure that all medicines are kept out of the reach of children
- continue to develop practitioners' knowledge and understanding of the framework for Early Years Foundation Stage to enable them to effectively use observations to plan for children's next steps in their learning
- improve the organisation of staff and daily routines in the baby room to ensure that children are cared for by effectively deployed staff who have

suitable experience of working with children under the age of two years.

## **The leadership and management of the early years provision**

The new manager's leadership, with the support she receives from her regional operational manager, has ensured that the setting has continued to develop. The manager understands the strengths and weaknesses of the setting well, and is able to effectively influence practice and raise the standards. For example, she has recently recruited dynamic and motivated staff for the pre-school room. After careful monitoring of the room, she has given the staff the autonomy to develop the room and they thrive on this.

Children's welfare is safeguarded. Effective systems are in place to ensure that all essential policies, documents and records are in place and understood by all staff. For example, records of all accidents are maintained and the manager regularly reviews these forms, looking for patterns of accidents and taking action to reduce these. Staff are included in the evaluation of these and are able to make comments and suggestions about how the provision could be made safer. Safe recruitment practices are consistently implemented and thorough checks are carried out to determine the suitability of all new staff.

Partnerships with parents are strong. The setting recognises the important role that parents play in children's learning and they take steps to involve them. For example, parents are able to borrow books and DVDs about the Early Years Foundation Stage. The setting effectively liaises with other professionals and agencies and uses the information that they gain to ensure that children's individual needs are met.

## **The quality and standards of the early years provision**

The setting has recently implemented a new system for planning and assessment. Staff plan for next steps in children's development and learning, using information they have gained through observations and information from parents. For example, staff have created 'At home I have...' observation sheets. Parents use these sheets to share their child's achievements and progress at home. These records are then added to the child's assessment files. However, some staff are not fully aware of the areas of learning, which occasionally hinders them in planning children's next steps. Planning is clearly on display in the pre-school room and parents are able to add their ideas. For example, parents have informed staff of when their children are due to have their first trip to the dentist. As a result, staff incorporated this into their planning to make it a less daunting experience for the child.

Babies enjoy exploring lengths of material and the contents of the setting's 'Treasure Basket' which has been specially put together to engage, develop and stimulate babies' skills and senses. For example, babies visibly enjoy stroking different types of materials before bringing them to their faces and rubbing them on their cheeks. All children enjoy being creative, older children are able to access

creative resources independently from a 'creation station' whilst younger children choose crayons and paper from browser boxes. Children between the age of one and two enjoy listening to and joining in with songs and stories, experimenting with their voices, copying the sounds and tunes of familiar songs. All children are encouraged to be independent in their play and make decisions by accessing resources from low-level drawers and shelves. For example, as children play with large wooden bricks they, take out additional resources to turn their construction into a 'very special zoo'. Staff supported this activity well offering the children additional resources such as boxes which the children turned into 'animal houses'. As the children cut out doors staff support children's understanding of shape, space and measure by asking them 'this is a big animal, what size door will you need to make for him?'

Children use a generally good range of equipment and toys that are safe and suitable for their purpose. However, there are a limited number of cots available for children under the age of one year, therefore, at times some of these children sleep on fold out mattresses on the floor. As a result, when other children start to wake they are not able to sleep undisturbed. The organisation of the setting is generally suitable. However, a lack of organisation in the baby room means that at times staff are not always deployed effectively to meet the needs of the children. As a result, some children become upset and frustrated, and others occupy themselves with resources whilst the staff tend to the needs of others.

Children are learning to keep themselves safe, the older children have recently taken part in a 'road safety' topic where they discussed how to cross the road safely and the reasons behind why they must wear their seatbelts when travelling in a car. Children learn to keep themselves healthy through planned activities and spontaneous conversations with staff. For example, as the children wash their hands before they have their snack, staff ask 'why are we washing our hands?' Children reply 'to get rid of the germs'. Suitable procedures are in place to support children's health, however, on the day of inspection in one room the medication had not been stored in the designated area, and was therefore accessible to the children. Children's behaviour is good and they are learning to share and take care of the resources. For example, when staff notice that some resources are broken they explain to the children why it is important that they look after the toys.

Children, particularly in the pre-school room, are encouraged to recognise their own unique qualities and the characteristics they share with other children. For example, during language sessions staff encourage children who speak English as an additional language to teach their peers words in their home language. As a result of this children confidently use their home language in their play and learning.

## 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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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