

Kidsunlimited Nurseries - St. Mary's

Inspection report for early years provision

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Inspector Karen Cooper

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Kidsunlimited Nurseries - St. Mary's was registered in 2000. It operates from a converted church school, which is a listed building in Hulme Manchester. It is one of 60 nurseries owned by the Kidsunlimited chain of nurseries. There is a fully enclosed outdoor area available for play. The setting serves the local and surrounding areas.

The setting is open Monday to Friday, all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. A maximum of 84 children aged between six weeks and five years may attend at any one time. There are currently 108 children on the roll. The setting is registered by Ofsted on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. It is in receipt of funding for early education places. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There are 37 members of staff, who work with the children. Of these, 24 hold a National Vocational Qualification (NVQ) at Level 3, one holds an Early Years Practitioner Status, one is working towards a NVQ at Level 3 and 11 members of staff are unqualified. The setting receives support from the local authority and is supported by a regional manager.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a welcoming, stimulating and safe environment. Toys and equipment are plentiful, ensuring that children make good progress in their learning and development. Positive relationships have been established with parents and other early years professionals to ensure that children's individual needs are well met. Documentation is well organised and policies and procedures are mostly effective. Staff demonstrate a strong capacity towards continuous improvement and improving outcomes for children.

What steps need to be taken to improve provision further?

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

- promote the good health of children and take necessary steps to prevent the spread of cross-contamination with particular regard to the serving of children's snacks
- improve staff knowledge and understanding of how to implement the complaints procedure
- ensure staff are fully aware of the need to maintain children's privacy and confidentiality. This specifically refers to displaying personal information.

The effectiveness of leadership and management of the early years provision

Staff fully understand their role and responsibility in safeguarding the children in their care. They have an up-to-date knowledge of the possible signs and symptoms of abuse and the correct procedure to follow should they have any concerns. There is a clear safeguarding statement, which is shared with staff and parents. Children are further safeguarded by robust recruitment and vetting procedures, including effective induction procedures for permanent staff, relief staff and students working at the setting. Staff are appropriately deployed, ensuring that children are always well supervised. They group children effectively with key workers in small groups. This promotes consistency and enables children to build effective relationships. The staff are committed to inclusion and the presence of trained Paediatric Nurse and Special Educational Needs Coordinator ensures that children's individual needs are well met. Staff assess potential risks to children and have put effective procedures and practices in place to minimise these at all times. Indoor and outdoor space is effectively organised, creating a welcoming, stimulating and child-friendly environment. Equipment is in a good state of repair and is regularly checked for safety.

Staff work well as a team and demonstrate a strong commitment to continuous improvement. They regularly undertake training to ensure that their knowledge and skills are updated and are dedicated to improving outcomes for children. They are fully aware of the setting's strengths and areas for improvement and the self-evaluation process is a shared experience that involves all staff, parents and children. They make good use of their evaluations to develop the provision, as a consequence, the recommendations from the previous inspection has been fully met and implemented.

The staff have formed good links with the local schools and other early years professionals to ensure progression and continuity of care. They work well with parents and carers and operate an 'open door' policy, which ensures that they feel included and valued. Parents are encouraged to share what they know about their child when they first start to attend and the effective two-way flow of information ensures that they are fully informed of their child's daily activities. The children's individual learning journeys are used as a joint process between the setting and home to ensure that parents are fully informed of their child's progress and development. It is evident from discussions with parents and 'thank you' cards received that they are happy with the care and service provided. There is a full range of policies and procedures, which are shared with parents and staff. However, not all staff are not fully aware of the procedure to follow with regard to a parent making a complaint. Also some children's personal details are displayed within the setting, which does not ensure their privacy and confidentiality is fully maintained.

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

Children are happy, settled and benefit from good levels of individual attention from staff. They are valued and the staff encourage them to feel good about themselves by frequently providing positive support, praise and encouragement, while managing their behaviour well. This helps build children's self-esteem. The staff have a good understanding of the learning and development requirements and how young children learn and progress. They effectively plan a range of exciting activities, ensuring there is a good balance of adult-led and child-initiated activities. As a consequence, children are keen to participate in all activities and select tasks independently. The staff have implemented an effective system to monitor and evaluate children's progress towards the early learning goals and act on any findings to ensure children make good progress in their learning and development.

Children respond excitedly to a wide range of creative activities, such as, play dough, cornflour, jelly, painting, printing, sand, water and cooking. Older children have great fun painting silhouettes of themselves and babies show their delight screaming with excitement as they sit in the sand tray, playing with the various utensils. Children have access to a range of resources and play opportunities, which reflect diversity and acknowledge cultural differences. For example, they enjoy making paper lanterns and coins out of salt dough for Chinese New Year. This helps to develop their ideas and interests, enabling them to expand their knowledge of the world in which they live. They sing, dance and enjoy role play, using their imagination to act out familiar characters, such as robots. Children concentrate well when listening to familiar stories and eagerly join in singing favourite songs. They are provided with plenty of opportunities from a young age to develop their early writing skills. They have easy access to crayons, pencils, paper and paint. Older children are beginning to attempt to write their own names. Lots of opportunities are provided for all children to recognise their name, such as, name cards, placemats, coat pegs and labels on their work. Children are provided with good opportunities to develop their understanding of technology through the use of computers, electronic and programmable resources. Their basic numeracy skills are encouraged through daily routines, books, action rhymes and construction play. Older children can count confidently beyond 10 and are learning to count in Spanish. Staff are pro-active in fostering positive links with children's own culture and language, involving parents. The presence of bi-lingual staff and the use of simple sign language enable all children to take a full and active part in the setting. Children are provided with good opportunities to play outdoors. They explore in a stimulating and child-friendly environment and have access to a good variety of toys and resources to help develop their physical skills.

Children learn about keeping themselves safe through the discussions and activities provided. They regularly join in fire evacuation practises to ensure that they know what to do in an emergency. Children are helped to understand that washing their hands at appropriate times of the day helps to keep them healthy. They develop a good understanding of healthy eating and are provided with a good variety of nutritious meals and snacks. However, necessary steps are not

consistently taken to prevent the spread of cross-contamination when serving children's snacks. Meals are freshly prepared using plenty of fresh fruit and vegetables and menus are produced to give parents information about meal choices. Meal times are relaxed social occasions when children and staff sit together around the table to enjoy their food and each other's company.

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