

Kidsunlimited Nurseries - Reigate

Inspection report for early years provision

Unique reference number EY435788
Inspection date 12/03/2012
Inspector Teresa Elkington

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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 Nurseries - Reigate is part of a large national chain of Kidsunlimited Nurseries. It opened in 2011 and is situated on the south side of Reigate, Surrey. The nursery operates from purpose-built premises over two floors of a large building with access for all children to outdoor play space. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is registered to care for a maximum of 96 children in the early years age group at any one time. There are currently 41 children on roll. The nursery opens on weekdays from 7.30am to 6pm throughout the year, except public holidays.. It receives funding for the provision of free early education for three- and four-year-old children. It supports children who speak English as an additional language. It currently employs 12 members of staff, all of whom hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are offered an excellent range of innovative learning experiences that capture their imagination and support their learning very effectively. Overall, children make excellent progress towards the early learning goals. Staff work exceptionally well to meet the individual needs of the children. They provide a very friendly and highly inclusive atmosphere, enabling children of all abilities and backgrounds to feel welcome and fully valued. Partnerships with parents are exemplary. Due to the excellent use of reflective practice, continuous improvement is highly evident throughout all areas of the setting.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- developing further the rich and diverse learning and development opportunities in the outdoor environment to fully incorporate the six areas of learning.

The effectiveness of leadership and management of the early years provision

Children's safety and welfare is of paramount importance. Staff have an excellent understanding of the nursery's safeguarding procedures which enables them to act with confidence in the event of any concerns. As a result vulnerable children are extremely well protected. Robust recruitment, vetting and induction procedures

ensure that all children are cared for by experienced and suitable adults. Children enjoy warm and caring support from all staff and explore their play environment freely. All parts of the setting are thoroughly risk assessed to reduce any potential hazards. Children's good health and well-being is promoted exceptionally well. For example, staff draw up individualised care plans to support children's individual medical requirements.

The exceptionally clear vision and leadership of the management team provide an intense focus on continual development. The staff are exceptionally passionate and enthusiastic about their roles in providing extremely high quality care. Every staff member, parent and child has the opportunity to take part in the evaluation of the setting. Management evaluate the responses received, which are then used to inform plans for the continued improvement of the nursery. This supports a true partnership between all those involved in nursery life. High emphasis is placed on the ongoing development of the staffing team through the use of appraisals and training programmes. Staff members are exceptionally well-deployed at all times, which enables children to be fully supported, encouraged and challenged through all their learning and play experiences.

Children benefit from an excellent range of resources. These are easily accessible to all children and the excellent organisation of the learning areas also encourages children to make independent choices about their play. Children thrive in a highly inclusive setting where they learn about equality and diversity at a level that they are able to understand. For example, they use a wealth of relevant play resources and actively celebrate their own traditions and festivals alongside those of others. The nursery is fully committed to promoting equality of opportunity and staff work tirelessly to help ensure that children's individual needs are fully recognised and met. The nursery fully supports children and families for whom English is an additional language. For example, excellent use is made of bilingual signs to support children's daily routines, clearly reflecting and valuing languages used by the children.

Partnerships with parents are exemplary. Parents are kept particularly well-informed through the use of notice boards throughout the nursery, ongoing discussions with key persons, regular newsletters and access to comprehensive policies and procedures. Staff work tirelessly to provide individualised care for children and their families. Staff and parents share a full involvement in children's learning and exchange relevant information both formally and informally. There are comprehensive systems in place to support partnership working with others. Staff seek information about children's learning and development from previous settings to help them establish their starting points. They have highly effective links with other professionals involved in children's care and learning. At present none of the children attend other settings.

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

Outcomes for children are exceptional. Staff are highly effective in providing a bright, safe, stimulating, child-orientated environment where children can freely explore and initiate their play and learning. Staff have a thorough understanding of the Early Years Foundation Stage and an astute knowledge of how children learn. As a result, children are able to develop at a pace that is fully supportive of their individual needs, interests and desires. They play exceptionally well together and show excellent negotiation and skills of co-operation. For example, they use timers to help them take turns when using the computer. Consequently their behaviour is exemplary. Children's have a great sense of belonging. Their work is proudly displayed which allows them to reflect on their own achievements and those of others. Children's learning is exceptionally well supported by the extensive assessment and planning systems that are used by the staffing team. As a result planning is tailored for children's individual learning needs, enabling them to make exceptional progress in their development.

Children relish taking part in play activities in the inviting, well-equipped and secure outdoor area. They use large play equipment to encourage the development of their large muscles and thoroughly enjoy exploring different mediums, such as sand and water. While the outdoor play area is very well-resourced it is not yet used fully effectively to support the six areas of learning on a larger scale.

Children are well-nourished and their health and dietary needs are met extremely well. They enjoy home-cooked, nutritious meals. The nourishment of young babies is supported exceptionally well, through the provision of milk formula and the introduction of individual weaning programmes. Children develop excellent personal hygiene routines as they independently wash their hands prior to eating their snacks and after using the toilet. They know how to keep themselves safe. They take part in emergency evacuation drills and talk readily about the need to respond when they hear the alarm sound. Throughout the nursery, children approach staff for cuddles and reassurance highlighting that they feel exceptionally settled and secure.

Children develop excellent skills for the future. Their language development is exemplary, as children of all ages are engaged in ongoing conversations and asked questions to extend their thinking. Children have excellent and innovative opportunities to develop their early writing skills through play. For example, young children show curiosity as they use their hands to make the paint move under the cling film. Children develop a great love of books as they use the welcoming and well-resourced book areas throughout the nursery. They develop exceptional problem solving skills. Young children explore shape boxes and older children explore volume as they fill and pour water from a range of vessels. Children relish using information and communication technology. Younger children push buttons and pull levers, responding to what they see and hear. Older children use the computer which has a child-friendly keyboard to support ease of use. Children's creativity is actively encouraged. The exceptional use of role- play areas

throughout the nursery fully supports children's creative flair and inspires their imaginations.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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