

# Kidsunlimited Nurseries - Millhouses

Inspection report for early years provision

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**Unique reference number** EY252525  
**Inspection date** 29/03/2012  
**Inspector** Melanie Arnold

**Setting address** 11 Archer Drive, Millhouses, Sheffield, South Yorkshire, S8  
OLB

**Telephone number** 0114 2369195

**Email**

**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 - Millhouses opened in 2003 and operates from purpose-built premises in the Millhouses area of Sheffield. It is owned and managed by Kidsunlimited Nurseries, an organisation which manages a large number of nurseries throughout the United Kingdom. The two-storey premises are served by a central lift and children are cared for across six rooms. Children have access to two segregated outdoor play areas, one of which is specifically for babies.

The nursery is open Monday to Friday all year round from 7.30am to 6pm, excluding Bank Holidays. It is registered to care for a maximum of 84 children under eight years at any one time. There are currently 168 children on roll who are within the Early Years Foundation Stage. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. Funded early education is provided for three- and four-year-olds. The nursery supports children with English as an additional language.

There are 27 members of childcare staff employed to work with the children. Of these, 25 hold appropriate early years qualifications at level 3. Four members of staff are currently working towards a degree in early years.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All children are fully integrated into the nursery because staff work exceptionally well with parents and carers, and links with other providers are also in place. This ensures children's individual needs are fully met by the caring staff team. The nursery is generally organised effectively to support children's progress and development in all areas. Children are safeguarded and their well-being is maintained through mainly good policies and procedures. The nursery has continued to develop their service, identifying and making continuous improvements through their robust system of self-evaluation.

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

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

- ensure the risk assessment covers everything with which a child may come into contact
- provide further opportunities to support children in using a wider range of information and communication technology equipment, such as, cameras, photocopiers, CD players, tape recorders and programmable toys.

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

Strong leadership and management of the nursery results in a motivated staff team, where everyone has a clear vision and is committed to promoting positive outcomes for children. All staff are qualified and experienced, which creates a warm, nurturing environment where children feel settled and secure. Retention of staff is good, which helps to promote continuity of care. Children are safeguarded through the setting's mainly clear systems, which include robust recruitment, vetting and induction procedures. Staff are also knowledgeable about child protection, which further protects children from potential harm. Children are cared for in different rooms according to their age and ability, which ensures the toys and resources they access are fully suitable. The setting is securely maintained and deployment of staff is effective, resulting in children being constantly supervised. All required documents, records and policies are in place and most are completed and used effectively to protect children's health and safety. However, the record of risk assessment has not specifically covered the accessibility of all wires hanging down from music players within two of the rooms, resulting in this potential risk not being fully minimised.

Partnership working with parents and carers is exceptionally strong. Information is continually sought and exchanged to ensure every child is fully supported and challenged from their unique starting points. Children are fully respected in line with their backgrounds and beliefs, with staff working closely with parents of children who have English as an additional language to ensure they are fully integrated into the setting. Staff act as positive role models, promoting the inclusion of all children. This helps children to respect and value everyone for their own unique qualities. Robust information is gathered from the outset to ensure staff recognise and promote the individuality of each and every child. In-depth discussions, daily written record sheets for younger children, notice board displays and regular newsletters keep parents and carers exceptionally well informed about the nursery and their children's care. Observation and assessment files are accessible to children and their parents at all times, and during regular review meetings children's progress is more formally discussed. Regular workshops and 'stay and play' sessions provide opportunities for parents to learn more about their children's activities and play experiences. This enables them to share this valuable experience with their children and continue their learning and development at home.

The nursery works in partnership with local schools, inviting them into the setting to share and exchange information to ease children's transition when they move from the nursery to school. Links with other providers and settings are also in place to help promote continuity of care and learning for every child. The nursery has continued to develop their practice and procedures by working on the recommendations raised at the previous inspection. They use a robust system of self-evaluation to monitor and evaluate their practice and procedures, actively seeking the views of all users. This results in the identification of clear, achievable targets for future development, promoting continuous improvement.

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

Children are happy and settled in the nursery, showing confidence in their surroundings as they relate well to the dedicated staff team. Clear health and hygiene routines are effectively implemented to minimise the risk of cross-infection. Children's health is further promoted through the provision of freshly prepared, nutritious meals and snacks, which meet their dietary requirements. Meal times are a social occasion where children's independence is exceptionally well promoted. Babies are encouraged to learn to feed themselves, with staff offering support where needed. Older children confidently serve their own meals, choosing what they would like to eat and the quantity required. All children have free access to water, ensuring they do not become thirsty. Children's awareness of maintaining their own health and safety is significantly enhanced throughout the daily routine and planned activities. For example, they discuss the importance of why they must wear sun cream and hats during warmer weather, and staff reinforce good hand washing practices. Children confidently express how they must hold onto the hand rail and walk and not run when going up and down the stairs. Regular physical activity sessions provide children with opportunities to be active and develop their physical skills. Topics on road safety and stranger danger provide further opportunities for children to learn about safety issues.

Children are skilfully enabled to make a positive contribution to the nursery as staff actively encourage them to express their views. For example, the nursery recently undertook a project to redevelop their outdoor environment. Children's views were sought about their likes and dislikes for this area. Staff respected their wishes and made improvements to the areas that the children had identified. They are now motivated as they engage in a range of interesting activities in the child-friendly outdoor environment. Children's behaviour is exceptionally good, with staff offering regular praise and encouragement to promote their self-esteem. They relate well to their peers and play well together. Children learn to respect differences and diversity through their play, discussions and a range of planned activities.

Children are making good progress in their learning and development from their unique starting points. They have fun participating in a wide range of hands-on learning experiences, which are planned in line with their interests and developmental needs. Observation and assessment systems are in place and used well by staff to monitor children's progress in each area of learning, while also identifying their next steps for development. Babies enjoy investigating and exploring their surroundings, freely accessing both indoor and outdoor play. They enjoy spending time engaging in small group activities, as well as receiving one-to-one support from staff. This enables babies to feel secure and settled in their surroundings. Although activities are planned to help children make progress, staff are also skilful at using the daily routine to further develop children's skills. For example, in the two-to-three year room staff encourage children to count out the cutlery needed at meal times.

Children have free access to computers; however, a further range of information and communication technology resources are not always as accessible for them to

freely use and fully develop their skills. As children progress through the nursery, they are provided with more challenging play experiences. For example, children's use of imagination and language is well promoted through the use of an 'awe and wonder' box. A covered dome shape is brought into the room and children are encouraged to discuss what they think might be underneath it. Younger children are shown the items and join in with a range of songs associated with the items they can see. Older children are provided with a story about aliens and are encouraged to identify and provide food for the aliens to eat on their way back to the moon.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
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	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