

# Kidsunlimited Nurseries - Maidstone

Inspection report for early years provision

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**Unique reference number**

EY438654

**Inspection date**

12/06/2012

**Inspector**

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**Setting address**

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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 - Maidstone is one of 61 nurseries run by Kidsunlimited Limited. It opened in 2011 and operates from a purpose-built building situated on a business park in Maidstone, Kent. The nursery is open each weekday from 7.30am to 6.30pm, for 52 weeks of the year. Children have access to a number of enclosed outdoor play areas. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 96 children under eight may attend the nursery at any one time. They may all be in the early years age group. There are currently 58 children aged from three months to under five years on roll. The nursery is in receipt of funding for the provision of free early education to children aged three and four-years-old. It also supports children with special educational needs and/or disabilities and those who speak English as an additional language. The nursery employs 13 members of staff including a cook. All staff, including the manager, hold appropriate early years qualifications. The nursery receives support from the local authority early years professionals.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a safe, secure and welcoming environment where staff acknowledge them as unique individuals. Children thrive, are enthusiastic, independent learners and overall make good progress from their individual starting points. Staff promote their emotional wellbeing and physical safety extremely well by careful and consistent implementation of robust procedures. Excellent partnership working and exceptional engagement with parents help staff to provide continuity of care and meet the needs of all children. Since opening, the nursery has identified areas for improvement and has immediately implemented actions to address these. This shows a pro-active approach and a strong ability to maintain continuous improvement.

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

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

- provide a second key person for children so that when the main key person is away there is a familiar and trusted person who knows the child well
- involve children in learning which takes them into the local community, such as walking to the shops or invite members of the local community into the setting to share their expertise.

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

Children's welfare is promoted and safeguarded through meticulous systems. All staff take safeguarding responsibilities very seriously, with strong systems in place for the appointment of new staff and comprehensive induction and training. Clear vetting procedures ensure that all staff working with children are suitable to do so. Comprehensive risk assessments and daily visual checks are conducted to identify and minimise hazards to ensure that the environment is safe for children. Clear risk assessment records are maintained and reviewed regularly. Fire evacuation is practised on different days to ensure that all children are familiar with the procedure. These robust measures help safeguard children's welfare. The management encourages continuing professional development for staff. As a result, children are cared for by skilful and knowledgeable staff who are committed to the children in their care.

Equality and diversity are well promoted and the needs of children generally well met. The effective deployment of resources allows children to select what they would like to play with, thereby developing their own ideas and independence. Resources and the environment support children's understanding of diversity. There are posters, books and toys that reflect different ethnic groups. This is less evident in exploring the local community to encourage children to understand the surrounding neighbourhood. Staff plan the environment to meet the differing needs of boys and girls, for example, moving the construction area to provide children with ample space to explore and extend their ideas. Their good observations of how children grow and develop ensure children are challenged in most areas of development.

In their first six months of operation the nursery demonstrates good capacity to maintain continuous improvement. The nursery has high quality resources and furniture made from natural wood to maintain sustainability. Children play in spacious and welcoming environment, which includes an outdoor area for each of the rooms. The management team has a clear vision for the future of the nursery. They have identified areas for improvement through the use of self-evaluation which is thorough. This positive approach reflects the nursery's commitment to drive improvement. Staff are committed to ensuring all children are welcomed and fully included. There are effective systems in place to support children with additional needs as the learning environment is inclusive and enabling.

Parents are kept regularly informed of nursery activities and their children's progress. Overall, parents contribute valuable background information about their children from the outset which assists staff in meeting their individual needs. Furthermore, parents are encouraged to tell the child's key person of any significant events or achievements at home, although system to have a back up key person are evolving. A notice board, daily discussions, feedback forms, e-mails and newsletters keep parents informed about events happening at the nursery and the opportunity for them to be involved in fun days which are innovative, such as, "Stay and Play". The partnership with other agencies is highly valued. They work closely with the local schools, childminders and other agencies to ensure that they

are highly effective in promoting each child's continuing progress.

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

Children are very well supported by staff who are highly sensitive to their individual needs. Children show they feel exceptionally safe and secure in their environment. This increases their motivation to learn and underpins the good progress they make towards the early learning goals. There are rigorous systems in place to observe, monitor and reflect children's learning. For example, staff use a variety of systems to record children's development, such as taking photographs, writing observations and evaluating activities. These are all used effectively to promote children's next steps in learning. Children enthusiastically enjoy all that they do and are engaged in their play at all times. The equipment is stored at a low level and clearly labelled to encourage the children to make their own choices and choose additional resources as they need them.

The older children gather resources to help with their imaginary world. There is great hilarity amongst their peers as they use the home corner to wash dishes and present play food on a tray. The children enjoy crafts too, especially painting and playing with shredded paper in the baby room. They mix colours and experiment with different textures, promoting their creative development in the process. They engage in lively conversations with their peers and adults throughout the day and listen attentively to a well-told story and when other people speak to them. This encourages the development of effective communication skills. Children use good vocabulary to explain how things work as they access a range of information and communication technology. They explain how the 'computer' mouse controls the monkey when playing games on the computer or use a light box to look at x-rays of the skeleton.

The children receive clear guidance from staff to teach them right from wrong and encourage children to behave well. Staff actively listen to children and really value their ideas and suggestions and act upon them by adapting the daily planning. Staff are good role models and spend much of their time encouraging children and praising them for their individual achievements and good behaviour. This promotes their sense of self-esteem well. These positive early experiences provide children with a good start in life to enable them to develop the skills needed for their future success.

Children are positively encouraged to understand about what it is to be healthy. Children follow routines well such as using the toilet and washing and drying their hands before snack times and lunch time. Staff encourage and support children to serve themselves from a selection of healthy choices. They enjoy constant access to fresh drinking water during the day with the use of a water dispenser and named drinks bottles. Children are starting to understand about growing vegetables and naming plants in the garden. Children consider the weather when going outside and decide if they need hats, rain coats or an umbrella before running to the outdoor area. Children relish the time spent in the garden. They are

fit and active and have fun running around and exploring space when they play in the highly impressive outdoor area. They gain good balance and running skills in energetic play with staff joining in when appropriate. Children recognise they are tired after running. They talk with adults about why that is and how it is good for them to get plenty of exercise.

## 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	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
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	2
The extent to which children adopt healthy lifestyles	1
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