

Kidsunlimited Nurseries - Wandsworth

Inspection report for early years provision

Unique reference number EY343093
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Inspector Jennifer Beckles

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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 - Wandsworth registered in 2006. It operates from a purpose-built building, situated in a residential area of Wandsworth. A maximum of 68 children under eight years of age may attend the nursery at any one time and all may be in the early years age range. The nursery is open each weekday from 7.30am to 6pm for 52 weeks of the year. All rooms have direct access to a secure outdoor play area. There are currently 113 children in the early years age range on roll. The nursery is currently in receipt of funding to provide free early education for children aged three years. The nursery employs 17 staff, nine of whom are qualified, including the manager. Four staff members are working towards further early years qualifications. The nursery supports children who have special educational needs and/or disabilities and children who are learning English as an additional language. The nursery is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are warmly cared for in this well-designed nursery. Staff work hard to keep children safe by implementing a comprehensive range of policies and procedures. Generally, staff use planning and resources effectively meet the needs of children. As a result, children are making good progress with most aspects of their learning and development. Effective partnership work with parents and others supports good outcomes for children. Staff accurately evaluate their practice regularly and set precise targets for development, demonstrating good capacity to improve outcomes for children.

What steps need to be taken to improve provision further?

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

- develop the provision of materials and opportunities for children to use writing in their play, and create purposes for independent and group writing, particularly in the pre-school room.

The effectiveness of leadership and management of the early years provision

Staff working in the nursery complete a comprehensive recruitment procedure. They follow detailed safety policies and procedures, for example, by assessing all areas of the nursery, resources and equipment for risk on a regular basis. Staff have a strong understanding of how to safeguard children. They are aware of the action to take if they have concerns for a child. Staff maintain all required records,

including medication, accident and daily attendance registers. This helps them to safeguard children's health and well-being effectively.

The nursery is well designed to provide a stimulating learning environment. There is a good range of resources, which staff use well overall. Children learn effectively outdoors because staff use areas for different stimulating activities, such as water play, construction, and painting. Staff demonstrate drive to improve outcomes for children and regularly evaluate their practice accurately. They set precise goals, such as to continue to develop links with other providers of the Early Years Foundation Stage to support children starting school. Staff seek parents' views through annual questionnaires and any suggestions inform priorities for development. For instance, parents suggested an electronic newsletter as an alternative method of communication and this is now in operation. Previous recommendations have been met, such as the provision of an accessible first aid box. The staff demonstrate a good capacity to improve future outcomes for children.

Staff are very much appreciated by parents who spoke highly of their approachability and warmth during the inspection. The nursery provides good opportunities for parents to be involved in their child's learning. For instance, staff organise curriculum evenings for parents so that they understand how children learn through play. Parents share observations on their child and information on their child's skills and interests. This helps staff to plan for their needs. Parents are kept well informed of their child's progress because staff offer regular meetings to discuss their child's development. Parents have free access to children's learning journeys, which contain samples of work, summaries of achievement and annotated photographs. Staff make plans that are informed by good quality observations so that they identify correctly children's next steps. However, plans do not exploit opportunities for children to use writing in their play.

There is good involvement of local community health professionals. For example, a speech therapist visits the nursery to offer advice and suggestions to improve outcomes for children. Partnerships with schools are developing well because the nursery sees this as a priority area for development. Several teachers visit the nursery to get to know children who will be starting school and to share information. This supports children so that they settle well at school. Staff offer sensitive, individual support to any children who have special educational needs and/or disabilities. They plan jointly with local health professionals so that they meet children's needs well. Staff support children who have English as an additional language well. For example, they learn key words in a child's home language. Children learn about diversity and other cultures because staff talk to them about difference and celebrate significant events.

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

Children are curious, contented learners. Babies develop problem-solving skills as they try eagerly to find a ball buried in a sand mould. They learn new vocabulary

as staff describe different sounds made by chimes as babies move them. Older children learn about other countries, colours and shapes as they paint flags of countries taking part in the Olympic Games. Toddlers learn how to be friends by patiently taking turns and listening. They share in the joy of others as they place branches and blossoms on a 'friendship' tree. Older children discover how to make secondary colours by mixing primary colours together. Children skilfully count different objects and recognise numbers. Overall, children make good progress because plans meet their individual needs. However, there are missed opportunities in planning for children to use writing in their play. Older children recognise their names as they register themselves when they arrive and some write their own names. Children sing along and follow actions eagerly as staff sing nursery rhymes and songs. Children enjoy finding their favourite stories and turn pages to find pictures of their preferred characters. Children operate electronic toys and computer software with skill. They demonstrate good progress in developing skills for their future learning.

Children behave in safe ways. They are secure because they have good relationships with staff, which helps children to settle well. Staff encourage children to keep themselves safe by discussing risks involved in activities. For example, as they race bicycles around a wall of tyres, staff ask children to think about what might happen if they bump into each other. Children are aware of road safety because staff talk to them about holding hands, listening to adults, looking and listening for traffic. Children use knives and forks at meal times skilfully and safely. They also use scissors sensibly while cutting paper during activities.

Children learn to be healthy because they have daily opportunities to enjoy fresh air and exercise. They use a good range of large and small equipment in the nursery garden. They develop different physical skills, such as riding, sliding and balancing. Daily visits to the nearby common provide further opportunities for children's physical development and fresh air. Children enjoy nutritious, appetising meals and make healthy choices for snacks and drinks. They wash their hands at appropriate times and are supported to do this by pictorial reminders. Adults support younger children in this process. Staff teach children how to wipe their noses and children know how to dispose of used tissues hygienically.

Staff manage children's behaviour well. They are gentle with the children and offer clear explanations of why certain behaviour is not acceptable. They use praise to encourage good behaviour and work in partnership with parents to resolve any behaviour issues. Children's behaviour is good. They show awareness of boundaries. Children treat each other kindly and relate well to each other. They learn about different cultures and traditions because staff talk to the children about different ways of life, read stories and discuss difference and diversity.

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