

Kidsunlimited Nurseries - Wokingham

Inspection report for early years provision

Unique reference number	EY439405
Inspection date	28/08/2012
Inspector	Aileen Finan
Setting address	Unit 7, Millars Brook, Molly Millars Lane, WOKINGHAM, Berkshire, RG41 2AD
Telephone number	08453652976
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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 Wokingham day nursery is part of the of Kidsunlimited nursery chain. The nursery registered in 2012. The nursery is in Wokingham, Berkshire. It operates from five rooms within a purpose-built building and all children share access to a secure, large enclosed outdoor play area. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery is registered to provide care for a maximum of 73 children under eight years at any one time, of which no more than 73 may be in the early years age group. There are currently 53 children on roll.

The nursery is open each weekday from 7.30am to 6.00pm all year round, excluding bank holidays. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language. The nursery employs 18 members of staff including the manager, the cook, housekeeper and lunch time relief staff. Only three staff members working with the children are unqualified, but one of these is currently completing a Foundation Stage Degree. The manager is qualified to Degree level (BA).

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery provides children and their parents with a welcoming environment and children are extremely happy and secure in their surroundings. Effective systems support children's learning and development and overall, children are making good progress in all areas. Resources and staff deployment are exceptional. Robust policies, procedures and risk assessments help to keep children safe and protect their health and well-being. Positive relationships with parents and other agencies overall are well established. The nursery is proactive at evaluating their success; using the views of parents and children and as a result, understand their strengths and targets for the future. They therefore, demonstrate a strong capacity for their continuous improvement.

What steps need to be taken to improve provision further?

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

- expand on the opportunities for older/more able children to enjoy books and recreate stories in their play using imagination, feelings and ideas
- support younger children to develop understanding of language and use of communication, through repeating words and phrases and linking meanings of words in everyday play and on a regular basis.

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding children are highly effective. The nursery takes robust steps in respect of recruitment practice, induction and training procedures which ensure staff understand their roles. The nursery environment is safe. Children learn to be safety conscious and as a result, demonstrate a strong understanding of their own safety from an early age. Clear risk assessments support children's safety and well-being further and all reasonable steps are conducted to eliminate and manage risks. Parents understand the effective policies and procedures in place which help to keep their children safe, healthy and support their well-being. Staff fully understand their responsibilities to identify and act upon any concerns they have about children in their care. All staff undertake safeguarding training as part of their induction. The nursery takes appropriate steps to record children's attendance, accidents, incidents and personal records.

Staff are very motivated. Morale is high and leadership and management are strong. Staff have a good knowledge and understanding of the Early Years Foundation Stage framework. They plan effectively for the children and targets for the nursery's future are set in place to further improve the outcomes for children. The nursery effectively evaluates their provision of care and takes on board the views and suggestions of both children and parents regularly. As a consequence, they can clearly identify their strengths and their capacity for ongoing improvement is strong.

The nursery actively promotes equality and diversity. For example, through positive images, toys, books, and role play which promotes their understanding of culture and disability. Systems are in place to identify children needing additional support. Staff make regular observations on children's play in order to identify and plan for any gaps in their development. The deployment of staff is excellent and staff work extremely well together in supporting children's learning. The nursery environment is highly conducive in enabling children to be curious and have fun. Children benefit from a broad range of play and a well managed environment both indoors and outside. Resources and toys are of a high quality and children treat these resources with respect. The nursery environment is well suited to its purpose. This combined with the excellent use of staff time and their understanding of children's needs and starting points, means that children thrive. As a result, children are making good progress in relation to their capabilities.

Partnerships with parents are positive. Parents are happy to approach staff for advice and handover communication supports children's development further. Effective systems to liaise with parents at 12-weekly intervals to discuss children's learning ensure that parents have up-to-date information on how their children are progressing. Partnerships with other agencies are well established. The nursery has well established links with local schools regarding transition arrangements for children leaving the nursery. Partnerships with others including speech and physiotherapists make a strong contribution to children's achievements.

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

Outcomes for children are good. Children are extremely happy and settled. They have warm relationships with the staff who care for them and they clearly demonstrate confidence and self-esteem. Children show a sense of belonging to their environment. They take responsibility for their actions. For example, they help to tidy up after meal times and when coming inside from outdoor play. Children are supervised exceptionally well. Children listen to what the staff are saying and understand that to keep themselves safe, they should not run indoors. Children can also confidently explain what happens when the fire bell rings. Children behave exceptionally well and understand the routines of the day. They show respect to one another.

Children are fully engaged in their play and thoroughly enjoy their day. Children are able to learn independently through their play and in using their own initiative. They demonstrate excellent early skills in their communication, numeracy and literacy which will support those important skills for the future. However, staff sometimes miss opportunities to promote young children's early understanding of language. Likewise for the older children, opportunities are sometimes missed which enable children to be even more creative in their communication and understanding of stories.

Children demonstrate a good awareness of what constitutes a healthy lifestyle. They enjoy nutritious snacks, breakfasts, lunches and dinners which contain fresh produce. A trained cook prepares and cooks these meals on site. Children adopt good personal hygiene routines and engage in a wide range of physical activity outdoors and inside. They therefore, receive plenty of fresh air and exercise every day. As a result, children appear content as their physical, dietary and health needs are met. The nursery is regularly cleaned by the housekeeper. Both she and the cook have warm relationships with the children.

Staff have a good knowledge of the Early Years Foundation Stage framework and the welcoming environment of the nursery reflects the background of the children attending and their wider community. Activities are well planned. There is a strong balance of child-initiated and adult-led play. Children are making significant gains in their learning. The interesting and well-equipped nursery environment successfully reflects children's needs. Well planned systems mean that staff are fully aware of children's individual starting points, their routines, and interests. Regular observations mean that staff can clearly track children's progress and plan for any gaps in their learning. Each child has a unique plan for each week to build upon achievements and enhance their learning.

All children enjoy and make progress across all areas of learning. Babies' welfare needs are supported extremely well. They experience a broad range of play including outdoor play, singing, messy play, painting, sand and water. Good transition arrangements mean that children happily and confidently move on from room to room according to their age and capabilities. Older children are currently following a topic around vets and animals as the children now have a pet hamster

to care for. Outdoors, children are excited as they play on the purpose built beach with trucks, containers, buckets and spades. They delight at their role play in the play house and chalk with friends. Children work together to build and construct platforms to move across in the construction area indoors. Young children develop early skills on the computer and confidently track the learning programme through efficient use of the mouse and keyboard. In the gardening area children are more than happy to get dirty as they dig in the mud. Through this stimulating environment, children are able to become active learners who create and think critically and are able to work independently and enjoy their time at nursery.

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	1
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