

# Kidsunlimited Nurseries - ELY

5 St. Thomas Place, Cambridgeshire Business Park, Ely, Cambridgeshire, CB7 4EX

<b>Inspection date</b>	05/11/2012
Previous inspection date	08/10/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- The key person system is highly effective in ensuring that all children feel a strong sense of security and form clear attachments with staff and other children.
- Children are happy, motivated and eager to learn. They show good levels of independence, curiosity and imagination and they demonstrate positive behaviour as they are actively engaged in the stimulating range of activities on offer in both the indoor and outdoor environments.
- Teaching and interaction are secured in a good knowledge and understanding about how young children learn. As a result of this and high staffing ratios, children receive good levels of support and make good progress in their learning and development.
- Highly effective partnerships with parents make a strong contribution towards children's feelings of well-being and the promotion of their learning. Children are treated as unique individuals and all staff know the children and their families very well.

### It is not yet outstanding because

- Although most aspects of mathematics are well supported, there are missed opportunities to develop children's use and understanding of numbers and counting.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed activities in all of the children's base rooms and the outdoor play area, including a joint observation with the setting's deputy manager of an activity outside.
- The inspector held a meeting with the manager and deputy manager of the provision. Other staff were spoken to throughout the inspection as appropriate.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of practitioners working within the setting, the provider's self-evaluation evidence and a range of other documentation.
- The inspector also took account of the views of parents and carers spoken to on the day and in information included in the setting's parent survey.

## Inspector

Anna Davies

## Full Report

### Information about the setting

Kidsunlimited Nurseries - Ely opened in 2004 and is one of 62 nurseries run by Kidsunlimited. It is registered on the Early Years Register and operates from a purpose-built, two-storey building on a business park on the outskirts of Ely. There is no lift access to the first floor. The nursery is open five days a week from 7.30am to 6.30pm all year

round, except public holidays. All children have access to an enclosed outdoor play area. There are currently 135 children on roll, all of whom are within the Early Years Foundation Stage. Children come from the local area and further afield.

The nursery employs 32 members of childcare staff. Of these, the manager holds a qualification at level 4 and 12 hold a qualification at level 3. A total of 10 staff hold a qualification at level 2, of whom seven are working towards a qualification at level 3. There are nine unqualified staff, of whom four are working towards a qualification at level 2. The nursery also employs a chef, chef's assistant, housekeeper, relief staff and an apprentice. It provides funded early education for three- and four-year-olds. It also supports children who speak English as an additional language and children with special educational needs and/or disabilities. The nursery receives support from the local authority.

### **What the setting needs to do to improve further**

#### **To further improve the quality of the early years provision the provider should:**

- develop the use of spontaneous opportunities to enhance children's understanding and use of numbers by incorporating counting in everyday situations and activities, and using pictures and objects to illustrate number in both the indoor and outdoor environments.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Practice by all staff is based on a secure knowledge about how young children learn. They demonstrate a clear understanding of the importance of the prime areas of learning, the learning opportunities promoted during the different activities they offer and the planning and assessment systems they use, to ensure all children make good progress given their starting points. Children are encouraged to be active learners through interesting and stimulating activities. For example, they experiment with rolling different shaped items to see which go the furthest. This activity is extended by a member of staff to include measuring the distance in footsteps, making predictions and drawing their findings. Staff demonstrate good skills at ensuring children are involved in activities according to their needs, interests and abilities. For example, after singing a song about 'four little men in a flying saucer' with puppet figures one child decides that they want to make their own flying saucer for the figures and another decides that she wants to find a suitable place for the figures to 'sleep'. The member of staff engages both children well, giving them opportunity to express and follow their own imaginative and creative ideas.

Effective planning and assessment systems are in place and consistently implemented across all rooms within the nursery. This focuses on the prime areas of learning as well as making links to the specific areas of learning, which are generally well covered. Support for children and families who speak English as an additional language is good. For example, bilingual staff help support parents and children to settle and feel welcome. The nursery's special educational needs coordinator works closely with parents and any other professionals working with children who have special educational needs and/or disabilities, in order to support continuity and ensure children's needs are met.

Children's communication and language development is effectively supported by staff. Babies express themselves clearly, for example, crying out when their milk feed has finished. Staff promptly reassure them and explain using simple language that it has all gone. Older children are supported in their acquisition of language. For example, when a child uses the word 'catched', staff model the correct word 'caught'. Staff introduce new vocabulary to children, for example, the word 'soft' as older babies use play dough and 'echo' as older children make sounds into a cardboard tube. As a result, all children are learning to be confident communicators and older children happily initiate conversation with staff and visitors.

Babies love to freely explore their surroundings and enjoy many activities to stimulate their senses and develop their exploratory nature. Toddlers explore a mixture of oats, water and glitter, telling staff that it smells of cereal and porridge. Some pre-school children spend extended periods of time exploring the pebbles, feathers and twigs on the interest table, working together to create their own imaginary world using the resources and experimenting with the feather as they blow it out of their hand and exclaim 'look, it's stuck on me'. Children are learning about the world as they look at maps and depict where each other's family comes from and learn to take care of the nursery fish and African land snail. Children of all ages enjoying mark-making opportunities. For example, older babies wave their hands in the sand pit to see the marks they leave and younger pre-school children use clipboards with writing implements. Children of all ages are encouraged to enjoy books. Older babies indicate their choice of book and enjoy sitting on a staff member's lap to read it. Older children have opportunities to recognise familiar words, such as their names, and some are able to spell out their names phonetically.

Older children confidently use size and shape language, and this aspect of mathematics is well supported by staff during activities, for example, as they discuss the different sized hoops and tyres, or the shape of the vegetables used in a printing activity. However, there are fewer opportunities for children to use and refer to numbers and counting as there are missed opportunities by staff to promote this during daily activities, and rooms lack visual stimulus to prompt children's recognition, interest and understanding in relation to numbers. Children enjoy role play and some older children play for extended periods of time, developing their ideas. For example, they use the real vegetables as they pretend to cook dinner, telling staff that they cannot eat them yet as 'they are raw'.

Parents are encouraged to share information about their children's learning and activities at home in a variety of ways, such as their own written observations added to display boards, verbally or through weekend books. As a result, staff have an all-round insight

into children's development and interests and use this knowledge on a daily basis to support learning. For example, a member of staff tells a baby that his mummy has said that he can nearly sit up by himself now, so she supports him to do this, putting toys just in front of him and holding him so that he is protected from falling.

All children's base rooms provide a stimulating learning environment for children. Consideration has been given in all of the rooms, to the free access of resources, appropriately sized furniture, sensory areas and displays of children's work. This ensures a child-friendly, welcoming environment where children feel a strong sense of belonging. Some rooms are able to offer free-flow opportunities between indoor and outdoor play. Other rooms ensure that children get plenty of opportunities to make use of the well-resourced outdoor play area.

### **The contribution of the early years provision to the well-being of children**

Children share very warm relationships with staff, especially their key person. This system is securely embedded throughout the nursery with a known co-key person identified for each child in the event that their key person is unavailable. This ensures that all children build secure attachments and is an aspect of this nursery particularly praised by parents spoken to. Staff are very knowledgeable about children's individual needs and care routines. This results in children being treated very much as individuals and they clearly demonstrate that they feel safe and secure at all times. High staffing ratios ensure plenty of support for all children and gives those new to the setting much confidence as they happily explore all of the activities on offer. Children are developing good relationships with each other. For example, some pre-school children have firm friendships with each other and mobile babies offer books to those seated in chairs. Children develop high levels of independence and self-care skills. Older children independently use the toilet or are offered appropriate support if required, access tissues when they need one, serve their own food, pour their own drinks and independently find their own coat pegs.

Children's behaviour is well managed and supported. As children are actively involved and continuously engaged in stimulating activities, incidents of inappropriate behaviour are few. All staff have received focused training on behaviour management and implement effective and consistent strategies, such as visual prompt cards, which they use to remind children of key rules, such as walking when inside. Frequent praise is given by staff and phrases used, such as 'good job' and 'job well done', as well as high-fives, boost children's self-esteem and confidence.

Clear procedures are in place to ensure good hygiene levels are maintained. These are consistently implemented by staff. For example, all staff wear aprons and gloves for each nappy change and mats are cleaned between changes and staff's hands washed. Furthermore, shoe covers are worn in the younger children's rooms to ensure that the floor remains clean for those babies moving around at ground level. Children are beginning to learn about taking acceptable risks as well as about their own and others' safety. For example, they are reminded that they are unable to go outside without a member of staff and are supported if necessary and supervised well as they negotiate the large tyres outdoors or use the climbing frame and slide.

Mealtimes are social occasions. Staff sit with the children, encourage them to try new foods and offer lots of praise and explanations about why particular foods are good for them. Children's specific dietary needs are well catered for and meals are clearly labelled to ensure children's welfare and safety. Meals and snacks are prepared on-site by a chef and menus are devised by an outside company to ensure that they are balanced, healthy and nutritious. Transitions between rooms and to school are well supported and particularly praised by parents.

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

The experienced and well-qualified new manager has a clear understanding about her role within the nursery. She is well supported by the knowledgeable and experienced deputy manager as well as the Kidsunlimited company. Clear systems are in place to ensure that new staff are thoroughly inducted and fully understand their roles and responsibilities. As a result, policies and procedures are implemented consistently by all staff to ensure that all legal requirements in relation to learning and development and safeguarding and welfare are met. The nursery has a cohesive staff team, with each member committed to the children and able to demonstrate their abilities to engage effectively with both the children and their families.

The quality of the provision and staff interaction is continually monitored through regular peer observations, appraisals and full audits of children's assessment files. Planning and assessment systems are regularly reviewed and enhanced by the management team and other company representatives specialising in the delivery of the Early Years Foundation Stage. Training is focused on the professional development of staff and the needs of groups of or individual children. In this way, new strategies and ideas are explored and implemented in order to support, for example, behaviour management, which has a positive effect on the children.

Safeguarding is given a high priority. Recruitment procedures are robust, which ensures those working with the children are suitable to do so. There is a clear system for the collection of children which ensures that they leave only with known adults. The premises are secure and children are unable to leave unsupervised. Risk assessment documentation is comprehensive. As well as the nursery's own risk assessments, an independent company also makes unannounced risk assessment visits to ensure that children's safety is always prioritised and assured. Staff are fully aware of the procedures to follow should they have concerns about a child.

A whole team approach is used to self-evaluate the provision. Staff use opportunities at meetings to consider the setting's strengths and weaknesses, and this information is then drawn together by the manager and action plans are implemented for each room. This approach successfully drives the setting forwards. A parents forum has recently been set up so that parents can directly contribute their ideas and feedback about the provision they use. Recommendations from the last inspection have been well addressed and recent changes to the environment and staffing have had a positive impact on children's care and

learning, and parents have noticed and commented on this. Partnership working with parents is strong. Feedback from parents is very positive, commenting that 'staff go the extra mile' and that all staff know the children very well and have the personal touch, for example, making sure that siblings within the nursery spend time with each other. Partnerships with other settings some children also attend are secure. Two-way information is shared, such as summative assessments, link books and weekend books. This promotes continuity of care and learning for children who attend more than one setting.

### What inspection judgements mean

Registered early years provision		
Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

### Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY282652
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	885973
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	120
<b>Number of children on roll</b>	135
<b>Name of provider</b>	Kidsunlimited Limited
<b>Date of previous inspection</b>	08/10/2008
<b>Telephone number</b>	0845 3652950

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years



Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

