

Kidsunlimited Nurseries - Bickley

2 Daly Drive, Bickley, Bromley, Kent, BR1 2FF

Inspection date	11/12/2012
Previous inspection date	28/01/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 management and staff team are motivated, interested and committed to providing good quality care and education for all the children.
- Children use stimulating resources, which they can choose to play with in a variety of ways. This enables children to become independent learners.
- Practitioners work well with parents to help children settle, supporting children's emotional needs and developing their confidence in a new environment. The successful implementation of the key person system has improved relationships with children and their families.
- Children's language development is given priority with confident practitioners who extend children's vocabulary and help them build up sentences. Children with language delay catch up with their peers quickly.

It is not yet outstanding because

- Children's physical development is not fully promoted, as routines that enable children to develop their co-ordination, control, and movement during mealtimes are still developing.
- Staff do not fully promote opportunities for children to develop their mathematical learning through the environment.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector had discussions with the manager, early years manager, deputy and staff members.
- The inspector viewed records relating to activities, children's progress and the provider's development plans, and sampled safeguarding policies and procedures.
- The inspector sought the views of children through discussion with them and observations of their play within the setting and the garden.
- The inspector carried out the visit over one day.
- The inspector sought the views of some parents as they arrived to collect their children.

Inspector

Claire Douglas

Full Report

Information about the setting

Kidsunlimited Nursery in Bickley is one of a chain of nurseries run by the Kidsunlimited company. It was registered in 2009 and operates from a purpose-built building in a residential area of Bickley, Kent. The nursery operates from a number of base rooms with

dedicated nappy changing areas and toilet facilities. There are separate staff facilities, a relaxation/parents room, a studio for music and movement and group work, a laundry room, kitchen and a milk kitchen. All children have access to an enclosed secure outdoor play area which includes rubber soft play surfacing, artificial child friendly grass and an amphitheatre. The nursery opens from 7.30am to 6pm for 52 weeks of the year, excluding public holidays. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 189 children in the early years age range on roll. The setting receives funding for the provision of free early education for children aged three and four years. Children come from a wide catchment area. The nursery supports children with special educational needs and /or disabilities and also supports children who speak English as an additional language. There are 36 staff working with the children including the manager. Of these, 28 staff hold recognised childcare qualifications and one holds the Early Years Professional Status. The nursery also employs a chef and a housekeeper. The nursery is easily accessed and has a lift available.

What the setting needs to do to improve further

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

- encourage children to learn how to feed themselves correctly by providing suitable eating utensils to develop their co-ordination, control, and movement
- display numerals in purposeful contexts, for example, a sign showing how many children can play on a number track.

Inspection judgements

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

Babies and children make good progress in their learning and development. Staff's positive communication and interaction, means that children show enthusiasm for activities. Staff provide children with adult-initiated and free-play activities, which enable the children to develop their own preferences. Children select play materials independently and enjoy praise when putting them away. Staff plan well to extend children's individual needs and interests. They collect information from parents about their child's development when they begin at the nursery and build on this information through ongoing observations and assessments. Therefore, children progress well in their learning and development in relation to their individual starting points and develop the skills they will need in preparation for starting school.

Parents are included in their children's learning. They are encouraged to view their children's profiles and attend parents' meetings with key persons to discuss children's achievements and agree their next stage of learning. Parents can attend forums to develop partnerships between parents and the setting. The staff team understands and implements the requirements of the progress check for children aged two. They provide relevant information to aid their progress and inform parents and Health Visitors. Children are encouraged to be active and develop good physical skills through regular use of the outside area, and visits to the park. They develop confidence in running and maneuvering bikes and scooters along with perfecting their skills in kicking or catching a ball. However children's physical development is not fully promoted in all aspects of their learning indoors. For example, routines that enable children to develop their coordination, control, and movement during mealtimes are still developing. Therefore, children are not always encouraged to develop their co-ordination, control, and movement, for example, through feeding themselves.

Children's language development is supported well, through conversations with staff about what they are doing and how. Visual aids and picture timetables are used to help encourage those with delays in their language development and children who learn English as an additional language. As a result children develop secure foundations that help them prepare for the next stage in their learning. Children's understanding of mathematics is encouraged through resources and activities. For example, they engage in matching games and count how many pieces of banana they are cutting up to share with their peers for dessert. However, there is a lack of numerals used as labels around the setting to help children discover the purpose of numerals and develop an understanding of quantity.

Babies are supported in a stimulating, bright and welcoming environment. They enjoy the array of feather and glistening mobiles and photographs of themselves that are arranged around their environment. This provides them with interesting objects to focus on, especially for those who are not mobile. Sensory activities such as treasure baskets and clear bottles with glitter and pasta provide opportunities for children to experience and explore a range of different textures and sounds. Staff are aware of how different groups of children learn and adapt activities accordingly; including those for children who have special educational needs. Staff and parents work together, alongside the outside agencies to ensure they are providing the most suitable care. Children's early writing skills are encouraged through opportunities for them to draw and make marks using a range of tools. For example, the children had a wonderful time making marks on a frosty surface in the garden. Children use books independently because these are in good condition and are stored in inviting ways. They also sit and listen to stories with enjoyment and consequently develop good early reading skills.

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

Children and babies demonstrate that they feel safe and secure in the caring atmosphere. A successful key person and buddy system helps children form good relationships and promotes their well-being and independence. Staff have a good understanding of the

importance of children forming attachments and take time to make sure the settling-in processes are suited to each child's needs. They gather valuable information from parents on the uniqueness of each child during initial registration and use this to help ensure children settle well. This helps to develop children's sense of belonging, self-esteem and confidence.

Staff give careful attention to children's good health and well-being. A nutritionist devises menus to ensure meals are healthy and a full-time cook ensures these are freshly prepared. Children understand the importance of good hygiene and know why they must wash their hands before eating. They enjoy daily exercise outdoors, for example, as they interact socially with one another while playing team games. Staff make children's safety and well-being a high priority. For example, they complete thorough recorded risk assessments and daily visual checks to review the safety of the setting, outdoor play and any outings made. Safety measures are in place, such as secure entry systems, preventing access by strangers to the nursery. Children are actively encouraged to develop a clear understanding of how to keep themselves safe. For example regular fire practices are included in the routine so all children know what to do in an emergency.

Children's behaviour is good and they show a good awareness of responsibility in the setting. Staff support children's understanding of the need to share and take turns and to respect each other's feelings. Children are praised for their efforts throughout the day. As a result, children are growing in confidence and aware of their boundaries and expectations for good behaviour.

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

The staff team has a thorough understanding of their duty to help protect children. The manager fully understands the required ratios she must maintain and the type of events she must inform Ofsted of should they occur. There is a comprehensive safeguarding policy and procedure in place, which staff are fully conversant with, which helps to promote children's welfare effectively. All staff receive safeguarding training during the three day induction period before starting at the nursery, along with regular refresher training to make sure their knowledge is up to date. The provider follows robust recruitment and vetting procedures to help ensure adults working with the children are suitable to do so. This ensures that children are cared for by staff who have the required skills and commitment to their care and education.

Staff have good opportunities for supervision and annual appraisals with the manager. Their training needs are identified and inform the setting's plan to ensure that all staff update and expand their knowledge to improve outcomes for children. The manager completes observations of staff, along with peer-on-peer observations. This results in reflective practice with continual assessment of the quality of the nursery provision. Staff happily share ideas for development within the nursery which they believe will have the most positive impact on children's future learning. The leadership team has a secure understanding of providing and overseeing the educational programmes for all children.

The new systems introduced to support the revised Early Years Foundation Stage requirements, help staff develop their practice. For example, they develop their understanding of new guidance materials and further promote planning and assessment systems to meet the needs of the children.

The provider's systems to check the effectiveness of the provision work well through continuous monitoring of practice. Currently, self-evaluation is in progress to assess how well the provision meets the requirements of the revised framework. Staff, parents and children are encouraged to contribute to self- evaluation processes using questionnaires, picture surveys and newsletters. Plans for improvement are ongoing. The management team is motivated and conscientious with an aspiration for continuous development.

Staff have developed good partnerships with parents. Written information is given out daily in the form of 'a day in the life' sheet. Regular newsletters and text alert systems remind parents of important days and inform them of topics and how they can get involved in their children's learning. Staff exchange information with parents verbally on a daily basis. Parents sign many consent forms, including those to give permission for photographs, outings and sun cream. Parents and carers express positive comments about the setting particularly about the caring key person and buddy system and happy atmosphere within the nursery. The manager describes the importance of sharing information with other providers such as link schools, and other agencies to provide continuity of care and meet children's individual needs. The processes implemented ensure that all parties are aware of the expectations for children's care and learning and this provides consistency for children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
The requirements for the voluntary part of the Childcare Register are	Met

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

Unique reference number	EY399366
Local authority	Bromley
Inspection number	890860
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	96
Number of children on roll	189
Name of provider	Kidsunlimited Limited
Date of previous inspection	28/01/2010
Telephone number	08453652966

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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.

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