

# Kidsunlimited Nurseries- Bradmore Road

4c Bradmore Road, Oxford, Oxfordshire, OX2 6QW

<b>Inspection date</b>	13/12/2012
Previous inspection date	14/07/2011

<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		1
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

- Management monitor staff and give support to a high level. This helps staff to improve their practice and focus on delivering good care and education to children.
- All staff are passionate about improving children's experiences and helping them progress as well as possible.
- A well-established key person system helps children form secure attachments and promotes their wellbeing and independence.
- Activities and resources are varied and stimulating, they interest and motivate children to learn and progress in all areas of their development.
- Effective partnerships with parents means that children's progress at home and nursery are shared and used to plan for their next steps in learning.

### It is not yet outstanding because

- Although children have access to resources to help them write and make marks, there are fewer opportunities to do this in the outdoor area.

## 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 observed children's play and staff interactions, indoors and outside.
- The inspector examined documentation, including a sample of children's records, development plans and staff suitability records.
- The inspector talked with available staff, parents and held discussions with the manager.
- The inspector held meetings with the manager to discuss concerns raised.

## Inspector

Nadia Mahabir

## Full Report

### Information about the setting

Kidsunlimited Nursery - Bradmore Road, Oxford was registered in 1999 and is also registered on the compulsory and voluntary parts of the Childcare Register. It is a workplace nursery for families connected to the university. The nursery is a purpose built unit comprising of four rooms with a central play area and enclosed gardens for outdoor play. There are currently 67 children aged from the early years age group on roll. The nursery is open each weekday from 8am to 6pm, 50 weeks of the year excluding bank

holidays. The nursery receives funding to provide free early education for children aged three and four years. The nursery supports children with special educational needs and/or disabilities and those learning English as an additional language. There are thirteen staff who work with the children, of whom seven hold a relevant National Vocational Qualification at level 3, and three hold similar qualifications at level 2.

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

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

- enhance the resources in the outside area for mark making to develop children's emergent writing skills.

### **Inspection judgements**

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

Children are welcomed into the friendly and warm environment where they show that they feel safe and secure. They explore and play displaying good levels of independence and demonstrate a positive and enthusiastic attitude towards learning. Children are inquisitive and active learners as they take part in a broad range of activities. For example, children supported by attentive staff, clearly enjoy the sensory experience of using their fingers to mix glitter with paints. They feel the texture of the paint in their hands and learn the colours of paints they use. Older children are becoming skilled at using the nursery's computer. They confidently turn on the programme they wish to access and use the mouse to negotiate the pages

Accessible writing materials provide all children with opportunities to practise their early writing skills. As children grow and develop, they start to write recognisable letters during their play experiences, with some of them also able to confidently identify and select some of the letters to spell out their name. All children receive strong support to develop good attitudes and skills to learn effectively. However, staff do not always make the most of opportunities to encourage children to use a wide variety of writing resources particularly in the outdoor area.

Children enjoy their time at nursery because staff provide a range of resources and activities to suit their individual stage of development. Babies and younger children play in a separate room with direct access to their own outdoor area. Staff understand how children learn and promote each child's development through thorough observations and

assessments. These are used well to plan for further activities and play experiences.

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

Children's emotional well-being develops very well because of the highly skilled staff support and their excellent understanding of each child's care needs. Staff give a high priority to the safety of children. They undertake risk assessments to remove any hazards or dangers to children both inside and outside the nursery. All staff are first aid trained, so can help if any child has an accident.

Babies form very strong attachments to their key person and respond with smiles and gurgles when they interact with them. They are visibly happy to independently explore their environment when they know a familiar adult is nearby, and seek reassurance and cuddles when they need to. Children's behaviour is very good as adults support them to understand the nursery rules. They effectively learn to play co-operatively and take turns, and show genuine care and concern for each other. They enjoy taking on small responsibilities such as helping to tidy away the toys and putting their plates and cutlery away when they have finished their meal.

Good quality resources are easily accessible in all rooms from low-level shelves and baskets enabling all children to make independent choices in their play.

Staff support children's excellent understanding of the importance of a healthy lifestyle that involves physical exercise and a healthy diet. Nutritious meals, which include fruit and vegetables are provided. Staff encourage children to become self assured and highly independent in all areas of their development. They help babies to feed themselves and enable older children to serve their own lunch and pour their own drinks. Children's physical and emotional well-being is exceptionally well supported by staff who monitor how they play and interact with others. Young babies' needs are consistently well met through robust procedures that reflect their home routines, such as sleep time and meal times suited to each baby.

Children take well-considered risks in the garden as they run around trees and jump high as they play. This helps them develop a clear understanding of how to keep themselves safe. For example, they tidy away resources after play to reduce the risk of tripping hazards. Children acquire skills and very positive attitudes in readiness for school through learning the importance of daily routines, learning through play and behaving appropriately.

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

Procedures for safeguarding children are good as staff evidently understand their responsibilities and are fully aware of the procedure to follow should they have a concern. Robust vetting procedures ensure suitable staff are recruited and induction procedures

support their developing knowledge of the setting's policies and procedures.

Staff have formed good partnerships with parents. The effective key person system enables staff to establish close working relationships with parents from the onset, in order to secure continuity of children's care. Effective procedures have been established to work with parents and as a result, parents comment positively on the friendly and approachable staff, and value the support that staff give them. Parents are fully informed of their children's progress through the detailed summaries and observation records. Daily verbal and written feedback enables staff and parents to work together to promote continuity of the excellent care routines. Parents are encouraged to become involved in the nursery.

Links with other providers are in place and continue to be developed to further aid children's progress and development. The partnerships with schools that children move onto means that transition process is smooth. Information sharing is effectively conducted. This supports and eases the transition process for the children

Management fully understands its role in implementing the learning and development requirements. Leaders closely monitor the delivery of the educational programme by observing staff at work in the playrooms and by assessing the effectiveness of all planning for the seven areas of learning. Robust self-evaluation has helped develop staff practice; all staff have undergone training on the new Statutory Framework for the Early Years Foundation Stage. Management has updated all policies and reviewed working practices in all playrooms. This means that children receive improved care and education.

### 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
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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.
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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.
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Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations
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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>	134020
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	893957
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	54
<b>Number of children on roll</b>	67
<b>Name of provider</b>	Kidsunlimited Limited
<b>Date of previous inspection</b>	14/07/2011
<b>Telephone number</b>	08453 652926

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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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Piccadilly Gate  
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