

Kidsunlimited Nurseries - Richmond

359 Lower Richmond Road, RICHMOND, Surrey, TW9 4NZ

Inspection date

Previous inspection date

07/02/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

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

1

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

1

The quality and standards of the early years provision

This provision is outstanding

- Partnerships with parents are exceptional and a particular strength at the setting. The nursery entirely values parents as partners and places the highest priority on working closely with all parents.
- Managers show a strong focus and passionate drive to provide excellent care and inspirational learning for children. Staff are highly motivated and work exceptionally well together, creating a secure, safe and wonderful learning environment for children.
- Children are excited, confident and eager to learn. The nursery is rich in resources and equipment, complemented by varied and imaginative experiences to support children's development across all areas of learning.

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 activities and interaction between staff and children during free play and planned activities in the baby room, pre-school room, during lunch time and outdoor play.
- The inspector held a meeting with the manager, operations manager and early years manager.
- The inspector completed a joint observation with the manager.
- The inspector looked at children's assessment records and planning documentation.
- The inspector sampled the setting's policies and procedures and other documentation.

Inspector

Katie Dempster

Full Report

Information about the setting

Kidsunlimited Nurseries - Richmond registered in 2012. The nursery is one in a chain of nurseries owned and operated by Kidsunlimited Limited. The nursery is situated in a refurbished three storey property in Richmond Surrey. The premises consist of three age-

related base-rooms and a large play room used for group and focussed activities. All floors are accessible via a lift. All children share access to a large outdoor play area. The nursery has parking facilities for parents to drop off and pick up the children. The nursery opens Monday to Friday from 7.30am to 6pm, with an option to extend to 6.30pm. It operates all year round except for bank holidays. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery offers places for 71 children. The manager has a BA Honours degree in Early Years Education and Childcare and the deputy holds a degree in Early Years teaching. In addition to the manager and deputy, there is currently a staff team of eleven who work with the children. The vast majority of whom hold relevant early years qualifications. A cook and housekeeper are also employed.

What the setting needs to do to improve further

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

- Provide novelty in the outdoor environment, giving opportunities for investigations of the natural world, for example, through the use of streamers, windmills and bubbles to investigate the effects of wind.

Inspection judgements

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

Children are excited, confident and eager to learn. The welcoming and extremely well-resourced environment encourages children's development across all areas of learning. The system for observation, assessment and planning is highly effective. Observations of the children fully inform the planning. Children's individual needs inspire staff in their planning of experiences for children. For example, one child showed an interest in trains and transport. Staff took this interest and planned a trip out to the local railway bridge for all the children to experience the trains going past and talk about what they can see. In the setting, staff then set up a train station corner. This outstanding effort to extend children's learning provides them with wonderful and exciting ways to learn. The quality of teaching is very high. Staff have secure knowledge of the characteristics of learning and use this to underpin learning and development across all areas. Staff make excellent use of open-ended questions and encourage children to problem solve. For example, children are encouraged to try a ramp at different levels to see if it makes a difference to how fast the car travels down it.

Staff effectively support children's communication from a very early age. Staff in the baby

room use sign language with the children. Older babies sign back to the staff, showing their understanding. Babies thoroughly enjoy the attention they receive from the enthusiastic and animated staff members. They enjoy sing and music time, joining in with the actions and moving their whole bodies to the tune of the songs. There is plenty of space for babies to freely navigate around the room, and lots of low level furniture for them to pull themselves up against.

Staff provide novel ways for children to explore their early writing. There are opportunities throughout the environment for children of all ages to make marks, draw and write. Babies explore with shaving foam, using their fingers to make marks in the foam. Older children enjoy pretending to 'write' lists and have access to a print rich environment, helping children learn how we gather information from printed words. Children in the pre-school show marvellous imaginative skills. They become deeply involved in their play, getting into character and using the whole play space to continue their ideas. One child rummages through the dressing up box, telling her friend, 'here, you can be the cook!' as she gathers the appropriate attire for him to wear. Children have access to a rich array of creative resources. Stored at children's level, there are collage materials, large painting easel and other messy play activities.

Children have great fun exploring bugs and mini beasts. They use different magnifying tools and enjoy using the light table to explore x-ray style photos of different bugs. Children have access to a wealth of intriguing technology based resources. For example, torches, remote control cars, cameras and many others. These activities and resources widely support children's understand the world. Outside children have tremendous fun. They explore in the huge sand pit area with different digging and scraping tools. Children do not always access novelty, such as windmills or bubbles, in the outdoor environment to enable them to fully investigate the natural world. Children huddle together and read books in the cosy tent filled with cushions, giggling as they all try to squeeze in. They immensely enjoy ball games with staff in the tree house and build large scale models with the big construction bricks. Children show high levels of engagement and motivation as they enjoy exploring in their own way.

Partnerships with parents are exceptional and a particular strength at the setting. The nursery entirely values parents as partners and places the highest priority on encouraging parents to contribute to their children's learning. For example, home learning stories where parents are encouraged to make observations at home. They are provided with guidance on how the home learning stories can provide valuable information. Staff also provide parents with ideas of how learning can extended at home, linked specifically to each child's developmental needs.

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

The nursery embeds the key person system throughout the provision. As a result of the excellent relationships established with parents from very early on, children settle quickly. Staff in the baby room use the information they receive from parents extremely well, in order to meet the babies specific needs. Staff constantly liaise with one another,

discussing care routines and sharing information. This results in babies being exceptionally well looked after. Furthermore, babies feel secure as a result of the consistency established, meaning they form close and trusting relationships with their key person.

Staff support children in managing their own behaviour, helping them to develop independence and make positive relationships. Children demonstrate they are aware of the boundaries and respond to instructions from staff without further prompt. Staff use positive techniques effectively, offering lots of praise and encourage when children display good behaviour or achieve a goal. This results in children displaying impeccable behaviour throughout the nursery. Children display blossoming friendships. They play alongside one another, sharing funny jokes and sharing the resources. Two children have great fun copying one another, they giggle infectiously as they copy what each are saying and doing. Older children are widely independent and demonstrate strong self care skills. They take tissues from the low level dispensers, operating the water cooler to pour themselves drinks and attending to toileting and related hygiene procedures independently.

Children are encouraged to take risks and learn about safety through novel activities and play experiences. Children are selected as health and safety officers. They wear hard hats, high visibility jackets and wonder the setting making 'notes' on their clip boards. Staff draw children's attention to the safety procedures in place around the setting to help them understand how they are kept safe; they check the fire extinguishers and that the corridors are clear. As a result, children demonstrate a full and thorough understanding of how to keep themselves safe. Staff manage transitions within the nursery with care and focus on children's needs. Staff place high priority on ensuring a smooth as possible move room to room. Parents are heavily involved and staff plan settling in sessions in the room they are due to join. This is done in groups of three and with support of the key person so to provide familiarity for the children. Furthermore, the excellent support in place for children developing high independence provides children with valuable skills they will need in the next stage of their learning.

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

Leadership of the nursery is outstanding. Managers show a strong focus and passionate drive to provide excellent care and inspirational learning for children. Staff are highly motivated and work exceptionally well together, creating a secure, safe and wonderful learning environment for children. The manager and line managers have a full and thorough understanding of their responsibilities to ensure that the provision meets the learning and development, and the safeguarding and welfare requirements of the Early Years Foundation Stage. The well established and highly effective systems scrupulously monitor the effectiveness of the provision. High-quality professional support and supervision is provided for the staff team. Formal supervision takes place regularly, providing opportunities for managers and staff to discuss performance, areas for development and any training needs. Staff are provided with the tools to improve their own professional development. The company's online intranet service offers staff the ability to search available training opportunities and tools, company policies, good practise

videos and an online 'coffee shop' where staff from other sites can chat and share ideas.

Supervision of children, well established roles, responsibilities and clear policies and procedures contribute to the safety and welfare of the children. Arrangements for safeguarding children are securely in place. All staff understand the thorough safeguarding policy. The manager takes lead responsibility for safeguarding concerns and has training to support her in this role. Staff conduct daily checks on the premises and robust written risk assessments help the manager to follow up on any safety concerns. Vigorous recruitment procedures are in place. This results in children receiving care from suitable, qualified and experienced staff.

The managers and whole staff team show pride in their contribution to this wonderful setting. All contribute to the processes of self-evaluation. Children's on-going progress, interest in activities and the way they use the environment is all subject to monitoring. Staff make changes on a daily basis to ensure the provision is constantly evolving to meet the needs of the children. Parents express high commendation of the nursery. They speak highly of the attractive environment, friendly and supportive staff and how informed they feel in relation to their children's time at the nursery. Parents thoroughly enjoy being part of the stay and play sessions and learning about how the activities support children's early 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
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	EY449095
Local authority	Richmond upon Thames
Inspection number	882676
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	71
Number of children on roll	63
Name of provider	Kidsunlimited Limited
Date of previous inspection	Not applicable
Telephone number	0

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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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