

# Kidsunlimited Nurseries - Long Road

Robinson Way, Cambridge, Cambridgeshire, CB2 0SR

<b>Inspection date</b>	12/03/2013
Previous inspection date	11/06/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>3</b>
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision is satisfactory

- Children generally enjoy the company of the staff. For example, babies giggle during games of 'peek-a-boo', and pre-school children take part in games, such as 'catch', using a ball in the garden.
- Children's continued good health is supported as they play outside in the fresh air every day. They tuck into freshly prepared, nutritious meals and snacks. Staff are vigilant in managing their specific dietary and weaning needs and any allergies.
- Children's independence skills are developing well as they are able to choose their own play materials from the shelves. Older children are able to serve themselves at meal times and they take their own plates away when they have finished.

### It is not yet good because

- The inconsistencies in staff's practice do not always promote children's learning and development, and monitoring is not fully effective in addressing this issue.
- Children do not have sufficient opportunities to explore some aspects of technology to help them increase their understanding of the world.
- The partnerships with parents are not fully effective to ensure that information from home about children's interests and achievements is shared with the setting.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 the five nursery units and in the outside learning environment.
- The inspector and nursery manager conducted a joint observation of free play in the outside area.
- The inspector held a meeting with the manager of the provision, had discussions with the deputy manager and with two members of the Kidsunlimited Early Years Team.
- The inspector looked at children's assessment records and the planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, and took account of the provider's self-evaluation form.
- The inspector took account of the views of parents spoken to on the day of inspection.

## Inspector

Melanie Eastwell

## **Full Report**

### **Information about the setting**

Kidsunlimited Nurseries - Long Road is one of a national chain of nurseries run by Kidsunlimited Nurseries and is registered on the Early Years Register. It opened in 2005 and operates from a purpose-built, two-storey building situated in the grounds of Addenbrookes Hospital in Cambridge. A lift is available to access the first floor. There are enclosed areas available for outside play.

The nursery employs 51 members of childcare staff. Of these, 27 hold appropriate early years qualifications at levels 2, 3 and 4, including one with Early Years Professional Status. The nursery opens Monday to Friday all year round. Sessions are from 7am until 6pm. Children attend for a variety of sessions. There are currently 206 children on roll who are in the early years age range. The nursery provides funded early education for three- and four-year-olds. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

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

#### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- respond more effectively to each child's emerging learning needs by making sure all staff understand and fully support children to respond to the challenges faced, the effort, thought, learning and enjoyment of their activities
- improve the educational programmes for understanding the world by helping children to explore simple technology, for example, by providing a range of objects for particular purposes that work in different ways.

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

- strengthen the partnerships with parents by promoting an ongoing dialogue or sharing of regular two-way observations of learning with parents, and use this shared knowledge and understanding to plan together and think through ideas of how to move the child forward
- extend the monitoring of staff performance by making sure the programme for professional development is effective and well-established so that practice is consistent across the whole of the nursery.

## Inspection judgements

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

Children are provided with a suitable range of activities and resources that generally contribute to their learning and development and mostly cover the prime and specific areas of learning. Children often play independently. For example, they explore the water tray that has dinosaurs in it and a range of containers. They fill the containers and pour it into the dinosaurs' mouths, watching as it spills over the sides. They are able to help themselves to toys from low-level units and shelves and they are confident to do this throughout the nursery. For example, older babies look through books to select the ones they want. They open them to look at the pictures. Toddlers play with small vehicles and shakers, moving them between the play mats. Older children are able to move items to extend their own play. For example, they use construction bricks to make trains and then select halved drain pipes to use as tunnels. This self-initiated play is generally contributing to their learning. However, not all aspects of the children's learning are fully extended. This is because some members of staff do not encourage children to think further and fire their interest in how things work, for example, by adding resources, such as torches and other technological equipment, during their play.

Staff generally support children in their play and some are skilled in engaging them in their chosen activities to promote their learning and confidence. For example, a toddler enjoys rolling around in a large soft open igloo structure. They hide their face in a cushion. When they look up, catching a staff member's eye, they laugh. The member of staff picks up on this and starts a game of 'peek-a-boo'. However, there is variable practice among the staff team in the nursery in relation to how they respond to children's learning needs. Some are confident to involve themselves in the children's play and to extend their learning through asking relevant questions or making suggestions to take the play further. Some staff are less confident to do this and do not always use the opportunities that arise during their interactions with the children to enhance their learning, curiosity and exploration.

Children are making sound progress towards the early learning goals. Older children are becoming independent. For example, they show an interest in the sounds the letters make in theirs and their family members' names, they serve themselves at meal times and they choose which activities they want to take part in. Younger children and babies make satisfactory progress in their personal, social and emotional development because they move around freely and show interest in their play materials and activities. Children's progress is recorded in their individual 'Learning Journey' files. The staff make regular observations of the children during their play. These observations are linked to the relevant areas of learning and are used to plan each child's next steps. The planning is generally led by the children's interests. The observations gathered for children aged two are informing the progress check. The staff seek information from parents when their children first start attending about their interests, and they hold regular parents' meetings where the children's 12 weekly summative assessments are shared with them. The staff in some of the nursery units have put up a display to encourage parents to share information from home about their child's achievements. However, the partnership working with

parents has not been fully maximised to promote an ongoing dialogue and sharing of information to work together to fully inform planning and to share ideas about how to progress children.

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

Each child in the nursery has an allocated key person. They work closely with a co-key person to ensure there is usually someone present who knows the child well. This helps children to form attachments. Children demonstrate that they feel confident in the setting. For example, they are familiar with the daily routines. Toddlers smile at the staff and approach them for comfort, snuggling into them for cuddles. Babies settle to sleep in their individual cots, are checked while sleeping, lifted appropriately from their cots as they wake and held by staff while they fully awaken. Older children are confident to collect their coats and access the outdoor area freely and they help to put the face cloths in the laundry basket after lunch. Children who speak English as an additional language are generally supported through their key person working with their parents and through some dual-language signs and displays in the nursery. Parents' input is mostly valued and the children begin to become aware of the wider world through the celebrations of festivals, such as Chinese New Year. Children who have special educational needs and/or disabilities are supported because the staff work with their parents and any other agencies that may be involved with them, in order to provide a consistent approach.

Each child is settled in to the nursery over a period of time when they start attending and this is managed on an individual basis planned between the key person and the child's parents. Younger children's parents are asked to provide information about their daily routines, sleeping and feeding patterns at home so these can be followed wherever possible. Mothers who are breastfeeding are able to attend during the day to feed their babies. When children are preparing to move up to the next nursery unit, the key person works with parents and with the new key person to arrange visits for the child to their new room, as well as to share information about the child's interests and progress. Children's transitions are managed on their individual ability and need, and this supports them to make satisfactory progress.

The staff manage children's care needs on an individual basis, for example, nappy changes, weaning and sleep times. The staff maintain children's dignity and privacy when changing nappies or when children have accidents and need a change of clothes. This supports children's feelings of well-being in the nursery. The nursery has well-appointed outdoor play areas and this promotes children's physical development. They have opportunities every day to play outside. The children in the downstairs units enjoy free-flow play into the garden areas, which have a suitable range of play materials and objects to explore, such as logs and wind chimes. The older children in the upstairs unit are able to choose to play outside and are taken down in groups. The staff communicate with each other via the internal telephone to check on ratios when other children request to join their friends outside. The pre-school garden area has fixed climbing equipment, a gardening area and a water play area. The staff provide children with bikes and ride-on toys and they respond to their requests for games, such as making a den.

Children behave well. They understand the expectations for behaviour and the staff remind them gently to be careful or to think of others. They begin to learn to keep themselves safe because they help to tidy away when they have finished playing, and the staff maintain close supervision during the activities and at meal times. Children enjoy the freshly prepared, varied and healthy choices for meals and snacks. The nursery chef is kept fully informed of any specific requirements that individual children have, and the nursery is effective in making sure that each child's individual dietary needs are met. For example, children with specific needs have their meals clearly labelled in the kitchen; these meals are served on different coloured plates and a qualified member of staff supervises these children during mealtimes. This minimises the risk of children being given the incorrect food.

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

The management team in the nursery understand their responsibility to meet the learning and development requirements. They have identified that some staff require further support to fully meet the children's learning needs, and members of the company's early years team attend the nursery on a weekly basis to monitor and support the staff team. Sound steps have been taken to address the inconsistencies in the staff's activity with the children, and this support has had some impact on the children's learning. However, the recent introduction of these systems and the effects of numerous changes to the staff team within the nursery mean that they have not been established for long enough to ensure consistent practice from all members of staff.

Safeguarding is given appropriate priority. Children are safe within the setting because the staff provide close supervision during the activities. The setting is secure and all visitors and parents are greeted on arrival. All staff attend training in child protection, and the Local Safeguarding Children Board procedures are on display throughout the nursery. Kidsunlimited has suitable procedures in place for the recruitment and retention of suitable members of staff.

Management and staff within the nursery have implemented self-evaluation as a tool to continue with their priorities for improvement. The management and staff team have taken positive steps to address the recommendations made at the previous inspection, particularly in relation to the outdoor provision. For example, each of the downstairs nursery units now have their own outside play space that the children use on a daily basis. They have put monitoring procedures in place that involve the staff team, such as peer-on-peer observations. The nursery have identified their main priority for improvement is to continue to support and monitor the staff using the systems they have recently implemented in order to ensure consistent practice across the whole of the nursery. The partnership working within the nursery is generally effective, which means that children have most of their needs met. For example, they display information from the local children's centre and seek details from parents if their child attends any other settings or has support from any other agencies, to ensure that relevant information can be shared.

## 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 action. 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>	EY309174
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	906894
<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>	152
<b>Number of children on roll</b>	206
<b>Name of provider</b>	Kidsunlimited Limited
<b>Date of previous inspection</b>	11/06/2009
<b>Telephone number</b>	01223 249566

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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, which are usually the childminder's 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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