

Kidsunlimited Nurseries - Campus Kids

Campus Kids Day Nursery, University of Surrey, Egerton Road, Guildford, Surrey, GU2 7XU

Inspection date	15/02/2013
Previous inspection date	11/04/2011

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	1
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 are happy and secure as staff treat them with kindness, leading to the development of trusting relationships.
- Parents speak positively about the nursery and the staff caring for their children. They feel included in their learning.
- The leadership and management team are very motivated to develop the nursery and drive improvement.
- Staff have a good understanding of safeguarding issues and the action they need to take if they have any concerns about a child's welfare.

It is not yet good because

- There is a lack of consistency in the quality of staff interaction with babies, particularly at meal times.
- There are weaknesses in the delivery of the educational programmes for communication and language and literacy.
- The educational programme for expressive arts and design does not enable older children to independently explore and experiment with different materials, tools and techniques and to express their own ideas.

- The outside learning environment does not reflect 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
- 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.

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 interaction in the inside and outside learning environment.
- The inspector had discussions with the nursery manager and managers from KidsunLimited.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector examined documentation including sampling of children's records, staff suitability records and other documentation relating to the day-care provision.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Debbie Newbury

Full Report

Information about the setting

Campus Kids is a work place nursery for the University of Surrey and is part of the Kidsunlimited nursery chain. It registered in 2006 and is situated on the university campus on the outskirts of Guildford in Surrey. The nursery operates from four rooms within a purpose-built building and all children share access to an enclosed outside play area. The nursery is open each weekday from 8am to 6.30pm all year round, excluding bank holidays.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 60 children on roll aged from six months to five years. The nursery is in receipt of funding for the provision of free early education for children aged three and four years. It welcomes children with special educational needs and/or disabilities and children who speak or hear English as an additional language.

The nursery employs 17 members of staff, including a cook and a housekeeper. Of these, 12 hold relevant early years qualifications. The manager and one other member of staff have Early Years Professional Status. Two staff members are studying for an Early Years Foundation Degree.

What the setting needs to do to improve further

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

- improve the educational programmes for communication and language and literacy for older toddlers by providing them with consistent opportunities to talk about what they see, hear, think and feel and by encouraging and supporting their responses to stories
- improve the educational programme for expressive arts and design by enabling older children to independently explore and experiment with different materials, tools and techniques and to express their own ideas
- develop the ability of staff to interact with and shape relevant learning experiences for babies.

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

- review the environment both in and outdoors to ensure it is interesting, well-resourced and accessible for children and that it reflects all areas of learning.

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

The overall quality of teaching is satisfactory and overall children make progress in the learning. However, practice is variable among the staff and in the different age groups. For example, some children in pre-school are encouraged to investigate what objects the magnets they are playing with will 'stick to'. They remain fully engrossed as they wander around the room in the company of a member of staff testing out different items. Younger toddlers respond with enthusiasm to a well-told story, which has lots of repetition. Staff ask simple questions that toddlers can understand and some are able to repeat single words. Children listen well, giggling every time the staff member pretends to hiccup when this occurs in the story. Yet at mealtimes, some staff members do not engage fully with younger babies, which does not support or encourage their developing communication and language skills. There is no discussion about what they have to eat and when the babies have finished, a staff member stands behind them whilst removing their aprons and cleaning their hands. This is done without any explanation, meaning babies are not able to link actions with words. The lack of face-to-face contact at this time also means that babies are not really included or consulted about what is happening. Children are keen to listen to stories although these whole group sessions do not always engage them fully and they start to lose interest. Staff do not pause whilst they are reading to encourage input from the children and afterwards they do not ask any questions or talk about what happened in the story. This does not promote the developing spoken language

skills of these young children effectively nor encourage them to make a contribution. Older toddlers enjoy playing with sand and they explain that they are making cakes.

Staff support the independence of children in the pre-school room by encouraging them to serve themselves at lunchtime, although they do not invite children to help prepare snacks. Children use their imaginations as they play in the paddling pool, which staff have set up as a beach, and they pretend they are on a spaceship when playing on the crates in the garden. Children enjoy listening to stories and looking at home made books about festivals. Staff plan activities that relate to different celebrations and traditions, such as Chinese New Year and Valentine's Day. These help children begin to learn about the world in which they live. Children recite numbers in correct order as they play 'What's the time Mr. Wolf'. Some children count independently, for example, the number of carrots they have on their plate and they spontaneously incorporate number into their conversations. Children have some opportunity to participate in art and craft activities, although they are restricted to the resources that staff get out for them. This limits their ability to investigate a wide variety of materials, tools and techniques and express their own ideas through free creativity. The designated mathematics and writing areas in the pre-school room lack appeal and children therefore ignore them.

Outside, children remain engrossed as they dig up 'wriggly worms' in the digging area. They join in with simple games where they have to listen and follow instructions and they manage this well. Older children show good awareness of space and the presence of other children as they play on the wheeled toys, manoeuvring these at speed, changing direction and avoiding collisions. Staff place younger babies in buggies and push them around the garden.

Key persons have responsibility for observing their children and planning for the next steps in their learning. They write regular reports on children's progress, which they share with parents. Staff are in the process of completing the two-year progress checks on children although they have yet to share these reports with parents.

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

Babies and children arrive happily and separate easily from their parents, demonstrating that settling-in procedures are effective. The completion of care plans, 'all about me' and 'more about me' forms assists with continuity of children's care and helps their key persons find out about them. Staff have a caring manner, they treat children with kindness and give them praise and encouragement. As a result, relationships are good, children feel safe and secure and their self-esteem and confidence grows. Children's behaviour is generally good. Children are supported in learning acceptable ways to behave, such as the need to share and take turns. Staff often talk to children about the need for 'gentle hands', which helps to reinforce the need for consideration towards others.

The nursery is clean and maintained in a satisfactory state of repair. Children are provided with appropriate resources, some of which they can easily help themselves to. However,

some areas of the nursery are not especially stimulating and show a lack of care and attention and as a result, children do not explore these areas.

The nursery provides healthy, nutritious meals and snacks for children that meet individual dietary requirements. Staff clean the hands of babies before they eat and older children follow requests to do this, announcing that they need to do this because 'it's dinner time.' However, they are not aware of how this contributes to a healthy lifestyle because staff do not talk about this. Pre-school children can freely access the garden area, enabling them to make their own decisions as to whether they play outdoors or indoors. Staff take toddlers and babies outdoors every day as long as it is not too cold. Everyone therefore benefits from fresh air. Staff understand the importance of supporting children who are toilet training and working in partnership with parents to agree specific arrangements.

The garden area is equipped with appropriate apparatus to promote physical activity, which supports good health. However not all areas of learning are sufficiently supported. For example, there is insufficient equipment for children to practise their early writing skills outside, even though there is a dedicated area for this.

Staff help children learn how to keep themselves safe as they draw their attention to potential hazards. For instance, they explain that they need to be careful as their food may be hot and they suggest that they blow on it. Some older children show safety awareness as they go and fetch a member of staff to tell them that there is spilt water on the floor. All children take part in practice fire drills to develop their understanding of what they need to do in the event of it being necessary to evacuate the premises in an emergency.

The organisation of the nursery day means that at certain times, such as first thing in the morning, babies and younger toddlers spend time together as do the older toddlers and pre-school children. All children are often outside in the garden together. Children have opportunities to visit the rooms they will be moving up to and to spend time there in the company of their existing key person. Parents are included in the decision making process as to whether children should move rooms. These arrangements help to ensure a smooth transition. There are some suitable arrangements in place for supporting children as they move on to school. Teachers have been invited to visit them at nursery and staff in the pre-school room have changed the home corner into a school, enabling children to role play schools.

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

The leadership and management team understand their responsibility to fulfil the requirements of the Early Years Foundation Stage framework. The team has identified some areas of the provision that require attention, following a period of upheaval and change within the nursery. They are in the process of devising and implementing plans to address these. The nursery has a new manager who describes her role as providing support for staff. She has begun to revisit practice issues and training with the staff team.

Staff have put together action plans for their rooms and these will be collated to form part of the overall process of self-evaluation to drive improvement. This demonstrates a positive attitude to raise standards. Leadership and management are positive about their staff, describing them as a really caring team who put children first. Staff are encouraged to share their views at staff meetings and senior management regularly visit the nursery.

Management and staff have a secure understanding of their role and responsibility with regard to safeguarding. Everyone completes appropriate training as part of their induction and the subject of safeguarding has been revisited at a recent staff meeting. There is also useful information displayed throughout the nursery about the action staff should take if they have any concerns. Leadership and management implements robust recruitment procedures to help them verify the initial and ongoing suitability of the staff they employ. The premises are secure, risk assessments are completed and staff supervise children carefully. All of these measures help to keep children safe. Required documentation is in place and the nursery implements the company's policies and procedures. The value of ongoing training is recognised and training undertaken is regularly reviewed, particularly in relation to child protection and special needs.

Parents and staff have a good relationship and handovers are unhurried. The company's website provides a wealth of information about the nursery provision and other childcare matters that may be of interest. A written sheet supplements the daily informal exchange of information about children. Parents are kept informed of their child's progress and achievements on a regular basis. Parents are very happy with the nursery and, in discussion with the inspector, offered positive comments. One noted 'I'm relaxed with staff and I think they are great with children', whilst another offered the view, 'I think the teachers care about the children and the children seem happy and have a great time'.

There are no children attending the nursery who also go to other early years settings. The manager is, however, aware of the importance of working in partnership with other providers, should the need arise, and the benefit this can bring to children. The manager has taken on the role of special educational needs coordinator and is working with parents and staff to support children with additional needs. She has completed relevant training for this post.

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 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

Unique reference number	EY331522
Local authority	Surrey
Inspection number	905517
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	60
Number of children on roll	60
Name of provider	Kidsunlimited Limited
Date of previous inspection	11/04/2011
Telephone number	01483535260

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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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