

Kidsunlimited Nurseries, Harwell

Curie Avenue, Harwell, Oxford, Didcot, OX11 0QQ

Inspection date

26/03/2013

Previous inspection date

23/09/2008

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

- Staff demonstrate a competent understanding of the safeguarding and welfare requirements. The nursery is well organised and efficiently managed. Staff encourage children to take part in key aspects of nursery life such as contributing their ideas to risk assessment.
- There is a positive approach to improvement in the nursery driven by effective staff at managerial level. Older children are particularly benefitting from actions put in place to improve standards in their rooms. Staff think of ways to monitor quality, for example checking all areas of learning are covered when assessing children's development.
- Staff seek out new ways to work with parents to strengthen partnerships. Parents speak positively about the nursery and staff establish effective two-way communication to help meet children's individual needs.
- Children develop many skills that prepare them for school. They demonstrate confidence as they choose what to play and they interact sociably with others. Children show enthusiasm for learning.

It is not yet outstanding because

- Not all younger children are able to benefit from a well-presented display of books.

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 activities in all rooms where care takes place and the garden.
- The inspector had discussions with parents, staff and children.
- The inspector undertook a joint visit with the manager to two areas.
- The inspector had lunchtime meeting with the manager and the deputy manager.
- The inspector sampled a range of documents including children's learning journals, safeguarding procedures and action plans.

Inspector

Jill Milton

Full Report

Information about the setting

Kidsunlimited Nurseries, Harwell has been operating for over 20 years and registered at its present site in 2005. It is one of a large chain of privately owned nurseries. The nursery operates from six rooms in purpose-built accommodation in the grounds of a business park called Harwell Oxford in Oxfordshire. All children have access to an outdoor play area. The intake of children comes from all areas of Oxfordshire and the surrounding counties. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The nursery opens on weekdays between 7.30am and 6.00pm all year, apart from public holidays. The nursery is in receipt of funding for the provision of free early education for children aged three and four years. Staff provide support for children learning English as an additional language. There are currently 101 children on roll between the ages of three months and five years. The nursery employs 24 members of staff to work directly with the children and 18 staff have suitable qualifications. All other members of staff are working towards a qualification.

What the setting needs to do to improve further

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

- create an attractive book area in Toddler room 2 so that children and adults can enjoy books together.

Inspection judgements

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

Children make good progress with their learning because staff consistently track their development to identify any gaps. Every child has a learning journey folder that contains regular dated observations and photographs. Staff make effective use of the information they gain about the children to add individual details to planning sheets. This helps them to focus on particular aspects of a child's development that require extra attention. Parents share in the monitoring of children's development through the feedback they receive. Staff record conversations to monitor any joint plans of action. Parents speak of feeling supported effectively by staff as they address concerns together. At a more general level, parents can also access a helpful range of information about child development from the website of the nursery.

Children develop good social skills as they play alongside others. They are confident at

moving around their rooms to choose activities. Staff take into account children's interests and they use planning to extend ideas. When children are keen to revisit a favourite story staff help them act out scenes from the book using a recycled cardboard box and garden play. Children learn that their input is of value and this helps to foster their self-esteem and confidence. Children take part in activities that prepare them well for the transition to school. They paint pictures of their new school uniform or manage a packed lunch. Staff prepare well-written summaries of the children's development to pass on to the next setting. Staff are also competent at writing progress checks for two-year-old children, focusing on three key areas of learning.

There is a strong emphasis on play using different senses throughout all rooms in the nursery. Children handle a wide range of materials and explore many textures. In the baby room, sharp contrasting black and white materials are accessible along with natural objects. Displays in each room demonstrate that children use different techniques with growing control to make marks and express their ideas. Children in the pre-school room are progressing well with more challenging activities, suited to their developmental needs. They are learning the shapes and sounds of letters, with many making good attempts at writing their names. Children enjoy using musical instruments and they take turns to strike a large drum softly, loudly, slowly or quickly. They sound out beats of the drum to match the number of syllables in their names, many showing good concentration and listening skills.

Staff are attentive to the children as they play and they engage in short friendly conversations. Staff monitor closely the language development of children learning English as an additional language. There is provision for some children to enjoy dual language books and activities like French conversation sessions to help children feel included. There are many good quality resources in the nursery to help children learn about similarities and differences. They celebrate festivals together that respect the cultural backgrounds of the families attending. A recent initiative by staff is to invite parents in to describe to the children their jobs in the community. Coupled with visits from fire fighters and police officers, this helps children develop a good understanding of the world. Many older children show a keen interest in using technology, such as, the computer.

Staff plan their rooms well overall so that children can use activities linked to each area of learning. To promote mathematics, for example there are good quality resources for matching, sorting and counting. Children learn to recognise numbers from displays at their height and they sing number songs regularly. Children explore shape and volume as they fill containers with sand or water. They make good progress with coordination and control of their movements as they play with puzzles or use small tools to cut clay.

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

Most children appear content and happy in the nursery. Staff are knowledgeable about the individual sleep routines of babies and they provide comfort as they pat backs or cradle children to help them settle. All children have a key member of staff who follows their development closely and takes care of their daily needs. Since the last inspection, staff

have improved this key person approach and it is now more firmly embedded in practice. Children receive encouragement from staff, for example, when they take a few tentative first steps or enjoy a game of peek-a-boo. As children progress through the nursery, they learn how to behave well. A number of activities prepare children for school life effectively. For example, children listen well when they take part in group activities. They take turns with popular equipment and understand how to use a sand timer to ensure fairness. Children help to compose some guidelines for good behaviour and they take responsibility for small tasks illustrated on their 'jobs for the day' board. Children contribute to keeping their environment safe when they suggest potential hazards and how to overcome them. They identify, for example, that it may not be a good idea to use the slide in wet weather.

Children enjoy a broad range of nutritious meals, which are freshly prepared on site. Most meal times are pleasant social occasions when staff sit with the children to engage in conversations. Children develop their independence as they find their own placemat and use cutlery with growing control. Some recent activities focusing on health demonstrate that the children have a good awareness of their own bodies and how to make good choices. Staff record some knowledgeable comments by children who express ideas such as 'You need milk to make your bones strong'. Children receive good support in developing independence in key aspects of development such as toilet training. Children enjoy spending time in the garden where they can run, climb and use some bicycles. During very cold weather the full range of outdoor resources is not on offer, though staff do provide alternatives such as ring games to keep children active and warm. Staff take babies outdoors on outings from time to time and they have a section of garden for outdoor play.

The nursery is a clean and welcoming environment. Staff make effective use of displays to share the children's artwork and photographs with parents. All rooms have natural daylight and staff are continually looking at ways to improve the layout of resources. Staff in the rising 3s room and the pre-school room demonstrate some encouraging alterations that benefit the children. For example, staff are making more effective use of soft furnishings to create comfortable corners for children to spend quiet times. Staff make good use of book displays to attract children's attention, apart from in one of the toddler rooms. Children are eager to explore their rooms and the good use of low-level displays of resources means they can follow their own interests. During the day, the older children benefit from a change of scene when they play in different rooms. Resources across the nursery are of mostly of good quality and well matched to children's development. Management are taking steps to address any gaps, such as few resources currently for younger children to explore early technology.

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

This is a well-organised nursery where staff demonstrate a thorough understanding of the safeguarding and welfare requirements. A detailed range of policies underpin daily practice and staff are confident in how to carry out their responsibilities. Staff have a good awareness of safeguarding procedures and they know who to share information with if

they have concerns for a child's welfare. They refresh their knowledge through discussions during in-house training so that they are well equipped to deal with a range of scenarios. There are updates to policies, for example on the sensible use of mobile telephones. There is a clear whistleblowing procedure if staff have concerns within the nursery. Managers dutifully inform Ofsted and other agencies, of any significant events. Staff complete a thorough range of risk assessments on all aspects of the nursery. They take steps to keep children safe and secure by carefully recording visitors and maintaining accurate registers of all staff and children on site. There are robust procedures in place when recruiting new members of staff. A detailed induction process helps to ensure all staff receive a strong grounding in the policies of the company. At regular intervals, staff have fresh Disclosure and Barring Service checks. Between checks, staff sign to confirm that they have received no fresh disclosures that would prevent them working with children.

Staff are attentive to protecting children's health. They follow careful routines to cater for children's different dietary needs, with senior staff overseeing the serving of meals. Staff work effectively with parents to prepare individual care plans for children where there are specific health needs. A summary sheet of information about each child also quickly informs staff who provide cover in different rooms during the day. Staff follow good hygiene procedures during routines such as changing nappies. They wear protective clothing to serve children food and they frequently use antibacterial gel for hand washing. Staff who wish to smoke cigarettes must change their uniforms and leave the site completely during their breaks. These procedures demonstrate a consistently thoughtful approach to keep children healthy and safe.

Staff build successful partnerships with parents, which begins with sharing information about children's starting points. Staff provide families with a wide range of good quality information about the nursery activities and they regularly seek parental feedback. There are some encouraging new ideas in the development stages, such as the formation of a parent nursery forum. Parents speak positively about the standards of care in the nursery and they write that they are 'impressed with the variety of topics'. They are appreciative of a recent information evening focusing on the Early Years Foundation Stage. The presentation from staff at the event is helping them understand how young children learn through play. Staff are taking positive steps to contact schools that children move on to and they welcome visits from school staff. Staff understand the importance of making links to provide continuity in care and early education.

The manager and deputy manager demonstrate a very high level of commitment and enthusiasm to their roles in the nursery. They provide a positive drive to improvement and are keen to embed some new initiatives they highlight in action plans. All staff contribute to an accurate self-evaluation of the nursery, which judges all standards as good, with the aim now of raising this to outstanding. A recent invitation to parents for their comments on the self-evaluation document is bringing in some positive responses. Staff say they receive good support in their professional development. There is an established system of appraisal to identify areas that may benefit from training. There are company incentives for individual staff who show particularly encouraging aspects of practice. Staff receive strong support from the parent company of the nursery, for example with recruitment and training. Overall, staff demonstrate a good understanding of the learning and development requirements. There are some careful checks in place to make sure staff complete

children's developmental records on a regular basis. These self-regulating systems help to remind staff of their responsibilities in identifying any gaps in children's learning.

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	EY313220
Local authority	Oxfordshire
Inspection number	908332
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	100
Number of children on roll	101
Name of provider	Kidsunlimited Limited
Date of previous inspection	23/09/2008
Telephone number	0845 3652907

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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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