

Kidsunlimited Nurseries - Watford

2 Printers Avenue, Watford, Hertfordshire, WD18 7QR

Inspection date

23/01/2013

Previous inspection date

30/06/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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

- All babies and young children form strong bonds with staff and their key person because the systems are well-established throughout the nursery. High attention is paid to children's routines and interests so that they settle easily.
- Children's communication skills are given a high priority so that they can move forward in their learning and development. Children with special educational needs are very well supported so that they can fully participate in the nursery. This is due to the strong partnership with appropriate outside agencies that have been established.
- There is a strong, dedicated senior management team in place. They have a clear vision for the future and work closely together to implement the necessary changes to move the nursery forward.

It is not yet outstanding because

- Resources to further develop babies and toddlers emerging physical skills, such as, standing and walking are not easily available indoors.
- The role play area in the two to three-year-old room lacks challenge and interest, to further develop children's play and 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.

Inspection activities

- The inspector observed the children's activities at the nursery which included indoor and outdoor play and meal times.
- The inspector met parents and discussed their views on the service provided.
- The inspector looked at children's assessment records, learning journals and planning documentation.
- The inspector spoke to staff, the manager and senior management at appropriate times and looked at a selection of policies and children's individual records.

Inspector

Maura Pigram

Full Report

Information about the setting

Kidsunlimited Nursery Watford was registered in 2006 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose built ground floor premises, in the West Watford area of Hertfordshire. It is one of sixty four nurseries managed by Kidsunlimited. The nursery serves the local area and is accessible to all children. It operates from three base rooms and there is a fully enclosed area available for outdoor play.

The nursery employs 30 members of child care staff. Of these, 14 hold appropriate early years qualifications at level 3, two staff members have level 4 and four have level 2 qualifications. Two staff members have a level 6 qualification in early years. The nursery also employs a chef, a kitchen assistant and a housekeeper. The nursery is working towards the Herts Quality Assurance and they receive support from an advisor from the Local Authority.

The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 102 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special needs and/or disabilities.

What the setting needs to do to improve further

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

- offer more indoor opportunities for babies and toddlers to use push-along toys and trikes so that they can develop their physical skills
- ensure the role play area in the nursery room, is well resourced with materials reflecting children's lives and communities.

Inspection judgements

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

Babies and children make good progress in their learning and development. Positive steps, such as, gaining thorough details about each child's individual needs and starting points, are gathered from parents on registration. This means that children settle in easily as their individual needs and interests are well known. Ongoing communication with parents,

along with detailed observations and assessments, means that activities are stimulating and linked to children's interests. Staff skilfully use children's interests to extend their learning and development. For example, an interest in trains leads to a wide range of activities successfully linking all the areas of learning. During this time children also enjoyed a visit to the train station which creates great excitement and opportunities for further learning, such as using money to buy their tickets. Children in all rooms enjoy a good balance of adult-initiated and child-led activities. They display good characteristics of effective learning when they are engaged in activities, such as, water play, pasta play and creating a giant collage. Pre-school and nursery children enjoy imaginative play and recently all rooms created exciting imaginative play areas. For example, the pre-school children enjoyed learning about space and they built a space-rocket, read space related stories and recreated these during their child-led play. However, on the day of inspection, the imaginative play area in the nursery room was less inspiring for children. Resources in this area are not easily seen by children and those available lack challenge and interest to fully support children's learning.

Babies enjoy exploring the many sensory activities set out for them, such as, play dough, a tray of flour and a tray of various materials and scarfs. These activities provide the opportunity to explore textures and to join in with games of 'peek-a-boo' using chiffon material. Babies respond happily to the staff's interaction who provide good attention for each child. Staff caring for babies and young toddlers get down to their level, make good eye contact and use their voice and touch to communicate with them. Some children use single words and copy words heard from the staff. This means that children are making good progress in their communication and language skills. However, opportunities to fully promote children's emerging physical skills are less well supported. For example, resources to promote these skills, such as, push along toys are mainly kept outdoors.

Children are helped to develop their communication skills throughout the daily routine and their play. Some staff have attended training courses related to these skills. As a result, various teaching techniques are used so that children's vocabulary is supported and extended. For example, some staff are developing their knowledge of sign language so that they can easily communicate with children who use this method of communication. This means that positive steps are taken to ensure all children feel fully included and they are helped to make progress, according to their individual abilities. Children whose home language is other than English are well supported and they are making good progress in their learning. For example, key words used by children in their own homes are obtained. Dual language books are easily available; parents are able to borrow these so that they can be involved in their children's learning at home.

Children in the pre-school room display high levels of confidence and show that they are gaining many skills in preparation for the next stage in their learning, such as starting nursery or school. The teaching in the pre-school room is rooted in a good knowledge of how children learn. For example, every opportunity is taken to help children develop their knowledge, such as, skilful discussions during child-led play about the formation of rainbows. The use of open questions helps to promote children's curiosity and their thought process. Writing tools are easily available in the pre-school and nursery room and children readily use these so that they can practise their skills. Older children write for a purpose and many can form letters of their own names correctly. Mathematical skills are

promoted through board games, puzzles, construction equipment and the weighing of items, such as various shells.

The manager and her staff strive to make full use of the outdoor area as a learning environment. They consistently review activities and resources set up outdoors to promote learning in all areas. For example, they have creative facilities, imaginative play, literacy and mathematical activities both indoors and outside. All children, including babies, enjoy outdoor play. Playing in the snow introduces new experiences and words for children. For example, pre-school children learn about why it snows and staff introduce new words, such as, icicles. As a result, children make good progress in their language development. Younger children happily play together as they dig in the snow and learn the importance of sharing and taking turns. Children learn about the wider world through a range of activities. For example, they regularly go on walks to the nearby parks and babies are taken for walks in buggies. Older children enjoy the experience of going on a bus to join in the celebrations of Chinese New year at a local restaurant. Parents and carers are invited into the nursery to share their experiences and knowledge with children. Staff liaise with parents about any additional support their children may require. The strong partnership with other professionals means that early intervention to support children's learning and development is effectively provided. This contributes towards narrowing the achievement gap in children's learning and development. Children whose home language is other than English are well supported. For example, key words are obtained from parents and dual language books are used to support children's acquisition of the English language. In addition, visual aids showing some aspects of the routine help children make connections in their learning.

Staff are making good progress in developing their knowledge of the Early Years Foundation Stage requirements. They have attended in-house training, reviewed their planning procedures and have successfully carried out the two-year-old progress check. This is shared with parents. Detailed observations and assessments are carried out along with regular summaries of each child's progress. These and children's learning journals are regularly shared with parents. Parents are actively encouraged to contribute to their children's learning through discussions and the completion of daily information sheets, such as 'a day in our home life'. This provides staff with further information on how they can support children's learning and development. This also means that parents are well informed about their children's learning and the progress they are making.

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

An effective key person and buddy system means that babies and young children enjoy strong bonds with the attentive staff, who are responsive to their needs. As a result, all children show that they feel settled and secure. Babies smile broadly when they are spoken to, showing close attachments. Older children are confident and motivated to explore their base rooms and the outdoor environment. This means that they feel emotionally secure and are actively engaged in their learning. Children enjoy being in the fresh air which is obtained through regular play in the enclosed garden. Nursery and pre-school children learn about the importance of physical activity through a range of play

opportunities, such as, outdoor play and taking part in the regular musical and movement activities. Babies and young children are able to sleep according to their needs and are comforted when needed. As a result, children's emotional needs are successfully met.

Effective use of documents, such as, the 'all about me' and the care plans created on entry and throughout children's stay at the nursery contribute effectively to the secure settling-in process. These, along with the close partnership with parents, ensures individual needs for all children are regularly reviewed. Transitions between rooms are well organised so that children settle into their new environments easily. For example, regular visits between rooms take place and information about each child is exchanged between key workers. This ensures that there is an effective continuity of care and children remain settled and happy. This supports children's personal, social and emotional development.

The layout of rooms are regularly reviewed to ensure they are welcoming and all children including those with additional needs are able to independently select resources. Child-size furniture allow babies the opportunity to pull themselves up, so that they can practise physical skills, such as standing or moving short distances. However, other resources, such as sit and ride toys, are not always available indoors to further promote babies and toddlers physical development. Children in the pre-school room easily access resources to support their play. This promotes their confidence and means they can make meaningful choices during their day. All children behave well because they are busy and engaged in interesting activities. Staff are good role models, they offer praise and encouragement throughout the day. Children are helped to understand how to keep themselves and their friends safe. For example, older children are provided with clip boards to identify any potential hazards. Younger children help to sweep sand up from the floor. Overall, children develop good levels of self-esteem to help them move forward in the next stage of their learning.

Children's health is given a high priority. For example, anti-bacterial gel dispensers help to minimise the spread of infection. In addition, children help themselves to tissues from the 'snuffle stations' and know where to dispose of these. With parents' permission, staff are able to bring babies to the nearby doctors surgery for weighing. Hygienic nappy changing procedures are carried out as and when these are needed. Cups or beakers are easily available and labelled with children's individual names or photographs. This means that children can develop independence, young toddlers beam with pride as they successfully find their beaker. Children are provided with healthy meals and staff are aware of dietary needs and preferences. Menus are regularly reviewed and views of parents contribute to this. During meal times older children are given responsibilities by laying placemats on the table. This promotes their self-esteem. Staff are in the process of monitoring meal times to ensure children remain settled. Staff sit with the children and effectively discuss the benefits of eating the nutritious food the children are eating. For example, questions arise about the vegetables and children learn that by eating these they will become 'big and strong'. These discussions promotes children's social skills and promotes their understanding about healthy living.

The effectiveness of the leadership and management of the early years

provision

Leadership and management are strong. The manager is passionate about providing the best possible care and learning for children. She is working very hard to ensure her vision for good quality care is provided. For example, staff training is actively encouraged to enhance their professional development. This means that they update their knowledge regularly, benefitting both children and parents. In addition, the nursery is undertaking a recognised quality assurance programme. This demonstrates the commitment to continually drive improvement. This also means that monitoring is regularly taking place and staff are aiming to have a high level of awareness of targets to achieve. The manager and staff receive support from the local authority; they act upon advice to continually improve the service they offer. Team meetings are held regularly and all staff are able to contribute their ideas to develop the nursery. Views of parents and children are valued and are included in the self-evaluation process.

Senior management have reflected and addressed any previous matters. For example, clear recruitment procedures are in place to ensure well qualified staff and committed staff are employed. Training has had a positive impact to the children's overall care and development. For example, some staff have successfully completed their early years qualifications as a result of the support and guidance they have received. Staff have embraced the recent reforms of the Early Years Foundation Stage and room leaders monitor the content of the curriculum. This helps to ensure that children's interests support their learning. The manager is aware of the need to continually update parents about the expectations of the revised Early Years Foundation Stage. She is reviewing methods on how best to achieve this. Parents express complimentary comments regarding their children's care and learning. Some have had older children attending and state that the staff are 'wonderful' and their children enjoy coming to the nursery. The partnership with other professionals involved in the children's learning and development is a key strength of the provision. For example, advice is actively sought on the best methods to support children who have additional needs. Outside agencies often visit the nursery to support staff in meeting all children's individual needs. Ideas are readily adopted so that they can play an active part in the nursery. In addition, there are very good links with teachers of schools where children may attend so that transitions run smoothly. For example, the manager invites proposed teachers to the nursery and visits schools with families when children are due to leave.

Arrangements for safeguarding children are robust. All senior staff including room leaders have been trained as designated safeguarding officers. Clear procedures are in place for identifying children at risk of harm and for liaising with the appropriate agencies. This ensures that children are well protected and given high priority at all times. Written policies are regularly reviewed so that they are up-to-date and contain all the necessary information. Recruitment and vetting are secure. All staff are suitably qualified and those on training programmes state that they are well supported. They work well together and use their individual skills to provide a range of interesting activities across all areas of learning.

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 | EY336108 |
| Local authority | Hertfordshire |
| Inspection number | 820649 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 92 |
| Number of children on roll | 102 |
| Name of provider | Kidsunlimited Limited |
| Date of previous inspection | 30/06/2009 |
| Telephone number | 01923 250205 |

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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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