

Kidsunlimited Nurseries - Wokingham

Unit 7, Millars Brook, Molly Millars Lane, WOKINGHAM, Berkshire, RG41 2AD

Inspection date	04/04/2013
Previous inspection date	28/08/2012

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

- Children make good progress as they play in a welcoming, attractive, well-resourced nursery, ably supported by caring, friendly and enthusiastic staff.
- The management team work extremely well to monitor and improve all aspects of the nursery and are enthusiastic in developing high standards.
- Partnerships with parents are strong and include clear information about their children's progress and the nursery practices.
- Staff promote children's welfare well and children enjoy nutritious well-balanced freshly cooked meals.

It is not yet outstanding because

- children do not see numbers displayed within the playrooms to encourage their use in their play
- not all staff use observations effectively to plan for children's progress or consistently use good open ended questions.

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 in the early years age group in all playrooms and in the outdoor play area.
- The inspector observed the staff practice and talked to them throughout the inspection.
- The inspector completed a joint observation and held a meeting with the manager.
- The inspector reviewed documents and records including children's development records.
- The inspector considered parents' views spoken to at the inspection.

Inspector
Carol Willett

Full Report

Information about the setting

Kidsunlimited Wokingham is part of the of Kidsunlimited nursery chain. The nursery registered in 2012 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery operates within a purpose-built building in Wokingham, Berkshire. Children play in five age related base rooms. They share access to an enclosed outdoor play area. The nursery is open each weekday from 7.30am to 6.00pm all year round, excluding bank holidays. There are currently 92 children on roll in the early years age group. The nursery is in receipt of free early education funding for children aged three and four years. It supports children with special educational needs and/or disabilities. The nursery employs 28 members of staff, including the manager, the cook and housekeeper and relief staff. Of the permanent staff, four are unqualified and three staff are working towards childcare qualifications. One of these is currently completing a Foundation Stage Degree. The manager is qualified to degree level.

What the setting needs to do to improve further

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

- increase opportunities for children to see numbers in play rooms so they recognise numbers and use them in their play

- enhance children's learning opportunities by developing all staff's skills in using observations for planning and in the use of open ended questioning.

Inspection judgements

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

Children make good progress as staff have a good knowledge of the learning and development requirements. Staff provide a safe stimulating play environment. Consequently, children confidently explore the wide range of high quality toys in age-related base rooms. Babies can freely access the crawl-in sand tray in their play room and enjoy seeing themselves in mirrors. Children enjoy exploring their senses when using shaving foam, paint and playdough. Staff positively support communication and language skills linked to children's interests. For example, there are posters of vehicles and a range of resources to develop building and role play, which also ably support children's understanding of the world. Children develop early reading skills as they find their name when they arrive. They identify the first letter of their name as they find their drinking cups. Staff introduce lots of counting as children play. However, there are fewer examples

of number displays and this limits children's use of numbers in their play. Older children competently use a computer, showing good skills with the mouse as they manoeuvre around the programmes. Staff have a good awareness of the importance of outdoor play. They ensure children have good access to a full range of activities outdoors, all year round. Children thoroughly enjoy exercising as they ride bikes and enjoy climbing the steps up to the tree house. They play in the sand as they dig and make castles on 'the beach'. They have outdoor books and good opportunities to draw on chalk boards. Children's understanding of the world increases as they plant and grow seeds and bulbs in the digging areas. They are excited about the arrival of two guinea pigs. Children are fully involved in the process through visiting the pet shop to choose their pets and in naming and caring for them.

Overall, children are supported well by the staff who effectively plan adult-led activities to encourage new skills and knowledge. For example, staff join in conversations with children and introduce new words and ideas as they develop imaginative play about hospitals and nurses. However, not all staff are confident in the use of open ended questions to fully develop children's emerging language skills. Sometimes staff do not make the most of books to encourage children's knowledge when linked to activities. Parents meet regularly with staff to discuss children's achievements and progress. Children's development records include written observations and photographs and show their achievements and next steps for learning. There is some inconsistency in the standard of recording, however, and the management team are aware and have plans to improve this area. Overall, managers have very good support systems in place to develop staff skills. Staff effectively implement the progress check for children aged two years. They provide well written summaries of children's progress, which they share with parents. There are good systems to identify children with special educational needs. Staff follow good procedures and work effectively with other agencies to support children's individual need and plans for learning.

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

Children are happy and settle quickly at the nursery. The key person system effectively enables staff to have a thorough understanding of each child's needs and abilities. Babies feel secure as staff follow their individual home routines and staff are caring and kind. This helps babies settle well to sleep, and confidently explore the interesting playroom. Older children enjoy purposeful play; they are confident in the familiar daily routines and behave well. Staff are friendly and attentive and intervene appropriately. They provide clear explanations in a kindly way when behaviour is not acceptable. This means children learn right from wrong and to care about their friends. Children have a clear sense of belonging; they happily approach adults for help and cuddles as needed. The positive relationships with staff enable children to be happy and confident in their play. Staff encourage children to be independent and to take responsibility. Children readily help tidy up, independently access the toilets and get their coats for outside play. This helps prepare children for school.

Children develop a good awareness of healthy lifestyles. They enjoy freshly cooked, appetizing meals and eat as much as they want to satisfy their appetites. Menus are

healthy and well balanced as the nursery seeks advice from a nutritional advisor. Staff follow rigorous safety procedures for children's dietary requirements. Children competently use a water dispenser as they learn to recognise when they are thirsty. Children's physical development is well fostered as they play outside in all weathers. They enjoy using a wide range of stimulating resources in the inviting outside play area. Older children show excellent coordination skills as they skillfully ride a range of wheeled toys.

Staff follow robust hygiene procedures to prevent the risk of cross infection. Visitors are requested to use an anti-bacterial hand scrub before entering the nursery. Children learn about the importance of keeping themselves safe. They practise regular fire drills so they know what to do in an emergency. Older children learn to use the stairs safely as they go out to play. Children are aware of safety rules within the nursery. They know they must not run inside and need to be careful of others when using wheeled toys outside. Staff manage children's move to other rooms well. All children use the outdoor play areas together for part of the day so they become familiar with staff and other children. There are effective systems in place when children move on to school as the nursery is developing links with local schools.

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

Leadership and management of the nursery is very strong. The manager and deputy work very effectively together to lead a caring, enthusiastic staff team. The systems for risk assessing the nursery are very good and well documented. This helps ensure children play in very safe, stimulating, child-friendly play areas both inside and out. Children stay safe as the company has rigorous safeguarding procedures in place. Staff clearly understand their responsibilities to safeguard children and effectively fulfill requirements when children have more serious accidents. They receive thorough health and safety, and safeguarding training during the company induction process. The nursery displays safeguarding information so parents and staff are aware of the nursery's child protection responsibilities. Parents can also access all policies on the nursery website. The premises are extremely secure with coded access to all areas of the nursery. Visitors show identification and a record is made.

Recruitment, induction and appraisal systems are strong so children are well supported in their learning by well qualified and confident staff. Staff are enthusiastic to develop their skills and knowledge. They have access to in-house on line training systems and are supported to take higher level qualifications. There are very good systems in place for identifying and rewarding good quality staff performance through effective supervision and appraisal systems. Staff performing less well are quickly identified and support put in place. The management team have a thorough understanding of their responsibilities to ensure they meet learning and development requirements. The company has effective methods for observing and recording children's learning and interests, which staff use well to aid their planning. There are well established systems for monitoring the nursery, which include peer observations to identify any staff training needs.

The manager is well supported by the company early years manager and both are highly motivated to provide excellent care and learning for all children. Staff and parents contribute to the self-evaluation process which effectively identifies areas for future development. Staff continually observe the children and make changes to ensure children's needs are met. For example, they have moved the babies to a smaller cosier base room, which better supports their emotional security. Parents are kept well informed of any changes. Partnerships with parents are very positive. They are very happy with the support and care and learning their children receive. They feel staff are very friendly, caring and approachable and they appreciate the high quality meals, premises and resources. They feel well informed about their children's time at the nursery through regular discussions and meetings.

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	EY439405
Local authority	Wokingham
Inspection number	888235
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	73
Number of children on roll	92
Name of provider	Kidsunlimited Limited
Date of previous inspection	28/08/2012
Telephone number	08453652900

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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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