

Kidsunlimited Nurseries - Oxford Business Park

Plot 9850, Garsington Road, Cowley, Oxford, OX4 2JZ

Inspection date	15/04/2013
Previous inspection date	11/05/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- The management team motivates staff to develop their skills. Management uses effective systems to evaluate practice, making worthwhile improvements for children.
- Children's welfare is safeguarded. Robust procedures help ensure children play in a safe, suitable environment and are cared for by suitable adults.
- All children make good progress throughout the nursery. Staff take full account of children's interests and abilities to plan stimulating and challenging experiences, indoors and outside.
- Children's good health is promoted well. They enjoy appetising and nutritious meals and have daily access to vigorous outdoor play.
- Staff work closely with parents and other professionals to provide effective support for all children in their care, including those who have additional needs.

It is not yet outstanding because

- Although parents are kept very well informed of their child's progress, staff do not encourage parents fully to support their children's learning at home.
- Space and staff are not always used in the most effective way to support fully the care of the youngest children in regard to room changes.

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 and spoke with some staff and children in all rooms and in the outside areas.
- The inspector met with the nursery manager, the deputy and with regional managers from the Kidsunlimited company.
- The inspector spoke with several parents and took their views into account, including written comments from the nurseries most recent parent survey.
- The inspector sampled documentation, including policies, children's records, planning, risk assessments, internal and external monitoring documents, staff suitability checks and the Ofsted self-evaluation form.
- The inspector carried out a joint observation of an activity and reviewed a learning environment with the deputy manager.

Inspector

Rachel Edwards

Full Report

Information about the setting

Kidsunlimited Nurseries (Oxford Business Park) opened in 2000 and is one of a national chain of privately owned settings. The nursery is located in a business park development in Cowley, Oxford. Children attend from a wide catchment area. The nursery operates from purpose-built premises over three floors with enclosed outdoor play areas. It operates on weekdays from 7.30am until 6pm all year, except for bank holidays. The nursery is registered on the Early Years Register and cares for up to 148 children at any one time, in the early years age range. There are currently 135 children on roll. It is also registered on the compulsory and voluntary parts of the Childcare Register to care for children over five years, although currently has no children in this age group on roll. It supports children who learn English as an additional language and children with special educational needs and/or disabilities. The nursery provides free early education for children aged two, three and four years. The nursery employs 48 staff, of whom 32 work directly with the children; of these 22 hold relevant qualifications at level 2 or 3 and 12 are working towards further qualifications.

What the setting needs to do to improve further

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

- review the use of space and staff to enhance further the care of the youngest children, so the 'key person' system works as well as possible

- explore ways to support and engage parents further in guiding their child's development and learning at home.

Inspection judgements

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

The nursery staff provide interesting and suitably challenging experiences for all the children. Staff take account of children's differing abilities, interests and preferred ways of learning to help them plan and provide activities that meet their individual needs. The management team and senior staff monitor the educational programmes very closely to ensure that all areas of learning are covered in sufficient depth. Managers have a very sharp focus on developing staff knowledge and understanding of how to promote children's learning and development. As a result, most staff are highly effective in supporting children's growing independence to become active and creative learners. Children make good progress in relation to their starting points.

Children's key persons, who take special responsibility for them, spend time with parents at the outset to gauge their child's stages of development. Staff regularly observe children to note their interests and monitor their progress. They use this information effectively to plan or adapt activities that motivate and challenge children. For example, staff noticed children had been watching the nursery fish so they brought in a mackerel for the children to study more closely. This sparked interesting conversations, "How did the fish get dead" and "I can see the fish's teeth". Staff scribed children's comments and displayed their artwork, so they could return to the topic later. Children learned new vocabulary and staff encouraged them to look more closely at the nursery fish to see if they could see their gills and scales. Other linked activities followed so that children could build on what they already knew. Children with special educational needs and/or disabilities receive very good support tailored to their individual needs to help them progress as well as they can.

Staff make good use of everyday routines to help children learn. Two-year-olds enthusiastically help to lay the table for lunch. They count the chairs to find out how many plates they will need. The member of staff encourages them to find out "How many more" and through these enjoyable practical activities, they are developing a good mathematical understanding. Staff provide varied experiences to arouse children's senses and introduce new language. A toddler enjoys the sensation of squeezing wet compost through fingers, supported by a member of staff, who introduces new vocabulary: "cold, wet, sticky". She used simple sentences well to support the children's language development.

Staff have received training in how to support all children's communication and they help children make good progress in acquiring English and communicating in other ways. Where children have a different home language, staff talk with parents about home words, and how to pronounce them correctly. This approach encourages children to talk and develop a strong foundation from which to learn English.

The children enjoy singing throughout the day and they have an impressive repertoire of familiar songs. Many action songs reinforce ideas of adding and taking away and the rhymes and rhythms help with language development. Staff rock and sing to babies, which helps build close and trusting relationships.

Children develop good control and coordination, especially through outdoor play. All the children, including babies, spend time outside each day. Babies gradually gain the confidence to explore their surroundings and they enjoy the opportunity to meet with the older children. Staff recently visited an outdoor play centre and were inspired to make a mud kitchen for the children. This is a very popular innovation with the children and encourages imaginative, cooperative play and lots of talk. The strong focus on communication and supporting children's physical, personal, social and emotional development means they are acquiring the skills they will need in the future, such as when they move on to school.

Parents are kept exceptionally well informed about their child's progress. In addition to daily discussions with staff, they are invited to talk with their child's key person every 12 weeks. This also ensures that staff are kept up-to-date about any changes at home or to the child's needs. Parents are invited to 'stay and play's sessions so they can see how their

child is settled and progressing in the nursery, but they are not encouraged fully to support their children's learning at home.

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

The generally effective key person system and the good level of individual attention helps all children form positive and trusting relationships with the staff. They go to them for reassurance and cuddles when they are feeling tired, unsure or unwell. However, by the age of two years, a small number of children will have moved through three rooms, with a new key person in each. This arrangement has led to less consistent staffing and some children find this unsettling. However, overall in this large nursery, the system works well and there are very good arrangements in place to help prepare children and parents for moves between rooms. Close working relationships between staff in all the nursery rooms and carefully planned routines help ensure children are ready to move onto their next stage of learning. This provides children with a secure and safe environment, which develops their confidence and self-esteem.

The nursery provides a stimulating and well-resourced environment, both inside and outdoors. There is a wealth of equipment, activities and effective adult support to engage children's interests, develop their independence and social skills. Familiar routines help most children settle quickly and feel secure. Children are gaining very high levels of confidence and curiosity aided by the enthusiastic encouragement from staff. Children under three years have free access to outdoor play throughout the day. Pre-school children, whose playroom is on the first floor, can ask staff to take them outside at any time and in addition, they have lengthy planned outdoor play sessions. This approach ensures everyone is active in the fresh air and that children learn about the importance of daily exercise. All weather suits are readily available and shade canopies fitted so all children can enjoy outdoor play whatever the weather.

Staff encourage children to play adventurously and to find safe ways of using equipment. Children work together to roll a friend along in a barrel. They stop to check they are happy before setting off again. Indoors, a child finds the mop to clear up some spilt paint. A member of staff shows them how to wring out the water so the floor does not become slippery. Children develop a good understanding of personal safety. They practice the evacuation procedures regularly. Children understand about hygiene practices from an early age, washing their hands before meals and after toileting. Children increasingly take responsibility for preparing snacks and laying the tables for meals. The older children serve themselves lunch and thoughtfully pass dishes to their friends. Children and staff sit together at meal times, chatting and enjoying the social occasion. The nursery staff plan to grow fruit and vegetables with the children this summer, which will enhance their understanding of healthy eating. The nursery chef has an excellent understanding of the nutritional requirements of young children. He liaises closely with parents to develop appetising, healthy and balanced meals. The staff take great care to accommodate individual dietary needs and to ensure children only receive the correct meals.

Most children behave very well. All staff have received training in how to manage

children's behaviour. They sensitively adapt their approach to match children's level of understanding. Older children learn to resolve minor disputes amicably, such as by using sand timers to decide turns with popular toys. Children become highly independent. They are able to make choices, look after their personal care, play safely and cooperate with others. These skills prepare them very well for their eventual move into school.

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

All staff attend safeguarding training, with the manager, deputy and two other lead staff receiving training that is more advanced. Effective systems are in place to update this training as needed. The nursery makes safeguarding its highest priority and it is discussed at every staff meeting. Signs in the staff rooms remind them of the whistle blowing policy and encourage them to take forward any concerns. Consequently, the management and staff team have a good knowledge of child protection issues and the importance of acting swiftly to safeguard children. There are robust recruitment procedures in place, which help ensure that staff are suitable to work with children.

There is a rigorous system for assessing risks and staff regularly check for hazards and take steps to minimise or remove these. Staff supervise children carefully to help keep them safe indoors and outside. The premises are secure and closed circuit television cameras monitor the outside areas and the main entrance. There is a very thorough staff induction programme so all are familiar with company policies, and understand how these promote children's welfare. Good monitoring by senior staff helps check all staff follow these; for example, senior staff administer all medication with a witness member of staff.

The management team demonstrates a strong drive to continue improving standards of care and learning for all children. There is a very sharp focus on developing staff's knowledge and skills and there are effective systems for performance management for all staff. The nursery manager and deputy manager oversee the educational programme and successfully support staff to promote children's learning and development through room observations, staff meetings, regular supervision sessions and training. Action plans for all staff are developed and monitored to ensure they are implemented successfully. The nursery has an ethos of evaluating all they do. The nursery chain has its own learning and development support team who provide training for staff. They also receive regular support and training from the Oxfordshire early years team.

Partnership with parents is a strong. There are effective systems in place to ensure a good exchange of information, between staff and parents about children's progress and their individual needs, although staff do not do all possible to help parents understand how to help their children learn at home. Parents comment positively about the nursery. Close partnership working with other professionals, including speech therapists and the inclusion officer are successful in supporting children, especially those with additional needs.

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	134835
Local authority	Oxfordshire
Inspection number	908941
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	148
Number of children on roll	135
Name of provider	Kidsunlimited Limited
Date of previous inspection	11/05/2010
Telephone number	0845 3652949

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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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