

Kidsunlimited - Wolfson Court

Wolfson Court, Clarkson Road, Cambridge, CB3 0EH

Inspection date	05/04/2013
Previous inspection date	15/10/2008

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		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Practitioners have an excellent knowledge of how children learn, and provide a rich varied and imaginative educational programme, with precise assessment and planning for individual children. Hence, children make significant progress in their learning and development in readiness for school.
- Partnerships with parents and other professionals are highly effective in providing for children's needs. Children's transitions are exceptionally well supported as they move through to new rooms and on to school. The nursery is superbly organised to promote continuity of care and learning.
- A very effective key person system helps children form secure attachments, and this promotes their well-being very effectively. Excellent interaction and care experiences result in highly confident children who show high levels of independence and motivation.
- The innovative leadership of the management team means that all practitioners have excellent opportunities to further their professional development. Sharply-focused self-evaluation includes the views of all staff, parents and children. This means that areas for improvement are accurately identified and acted upon.

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 held a meeting with the manager of the provision and spoke to practitioners and children at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to on the day of inspection.
- The inspector observed activities in all rooms and the outdoor learning environment.
- The inspector looked at a selection of children's assessment records and planning, evidence of suitability of practitioners working within the setting, the provider's self-evaluation and a range of other documentation.

Inspector

Hazel White

Full Report

Information about the setting

Wolfson Court Day Nursery opened in 2005 and it is part of the Kidsunlimited group. It is registered on the Early Years Register and operates from a two-storey, purpose-built building close to the centre of Cambridge. Children under the age of three are cared for on the ground floor of the premises, and children over three years are cared for on the first floor. There is no lift access to the first floor. The nursery serves children from all areas of Cambridgeshire. Children have access to an enclosed outdoor play area.

The nursery opens all year round from 7:30am until 6pm, Monday to Friday. Morning sessions are from 7.30am until 1pm and the afternoon session is offered from 1pm until 6pm. Children attend for a variety of sessions. There are currently 90 children on roll who are in the early years age group. The nursery provides funded early education for three- and four-year-olds. It supports children who speak English as an additional language as well as those with special educational needs and/or disabilities.

The nursery employs 27 members of staff, all of whom hold appropriate early years qualifications at levels 2 and 3, with the manager and deputy manager at level 4. One member of staff has Qualified Teacher Status and, together with one other member of staff, is working towards Early Years Professional Status. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- extend existing opportunities for younger children to explore and operate everyday technology, such as torches and cameras.

Inspection judgements

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

Practitioners have high expectations of all children and spend considerable amounts of time with parents finding out about what children can do before they start at the nursery. As a result, parents are exceedingly well involved from the very beginning of their child's placement. Children make excellent progress because they are supported by practitioners who know and understand how to provide highly individualised care and support in their learning and development. All rooms are superbly resourced to meet the ages and developmental stages of the children cared for. Children move with great confidence and curiosity, steering their own play.

Rigorous systems for ongoing assessment of children's progress mean that practitioners can accurately identify what children need to do next or where they may need additional support. This information is very effectively used to inform planning and discuss children's next steps in their learning with parents in a timely manner. Therefore, parents are well aware of their children's current stage of development and can continue to support their learning at home. Consequently, children's learning is maximised in readiness for school. All practitioners have a thorough understanding of how children learn, and the quality of teaching is excellent. They provide effective challenge for the children, ensuring they are successful, and this helps children to keep motivated.

Practitioners give excellent priority to the prime areas of learning with children under three years of age. They complete the children's progress check at age two and provide parents with a summary of their child's development to support learning at home and to identify any concerns. This means practitioners are able to clearly identify when early intervention may be needed to ensure that children receive the appropriate support. A wide range of resources are in place to help children gain awareness of the diverse society in which they live. Babies and young children have a memory box and photo album of important people in their lives. This enables them to see pictures of their families and favourite places so that they learn about themselves and the wider world.

Through practitioners' skilful questioning, they encourage children's thought processes and language development, which consolidates and extends their learning effectively. Children are confident communicators because practitioners model clear language during activities, commenting on what they are doing and asking questions to encourage their critical thinking and exploration. For example, children are challenged to work out what to do when they put too much rice on the paper. They carefully make a funnel shape to pour the excess back into the container. Children have an avid interest in books because they access a wide range, which they thoroughly enjoy looking at together or alone. Practitioners frequently read stories, skilfully introducing new words, such as 'illustrator', 'author' and 'index', which further extends children's vocabulary. Story props enable children to become involved in a fun way and this keeps them fully engrossed. For example, children put on animal face masks to act out the story and others anticipate what will happen next. In addition, children take books home to share with their parents, which further supports their early literacy skills.

A wealth of activities are provided for all children so that they experience creativity. They enjoy exploring many different textures, such as clay, jelly, paint and sand. Babies giggle and smile as they play with edible paint, smearing it on their hands and feet and using sponges and brushes to make prints. This supports children's sensory exploration and experiences in handling simple tools. Practitioners sit on the floor close to the babies so that they receive physical reassurance throughout their play. Pre-school children examine jelly cubes, describing the texture and discussing how they can make the jelly turn to liquid. Therefore, they start to understand basic science, such as the characteristics of liquids and solids.

Children are very imaginative in the many role play areas in the nursery. They pretend to be doctors and patients or mummies and daddies caring for their babies. They practise

making marks and early writing skills as they take the food orders or write appointments. Children learn to develop their technological skills highly successfully as they use a laptop, torches, camera and many push-button toys to develop these skills. Toddlers have opportunities to become inquisitive with everyday technology, although these are not as accessible because they are shared resources. Pre-school children use binoculars to observe birds and are fascinated when they see a crow take one of the toy eggs that had been hidden for an Easter hunt. Practitioners skilfully use this opportunity to talk about nature and wildlife. Children decide to make a habitat for birds in their base room, using a net for the tree and cardboard tubes and tissue paper for the birds. Consequently, children are actively involved in instigating their own play and extending their ideas.

Children make very good progress in their mathematical skills as they count and add throughout their songs and activities. These skills excellently support children in readiness for school. For example, at lunch time, they count how many chairs are at the table, adding one or two more each time more children arrive. They are asked how many there will be if one more child sits at the table, which number comes next and how many there are now. All children thoroughly relish their time in the outdoor area and their physical skills are rapidly progressing. They use wheeled toys, balls and other equipment in their daily outdoor play. Children make up their own games which they enjoy immensely. They hide 'ladybirds' around the garden and watch as others collect them. When they are sure that they have all been found, they count how many spots are on each one. More able children add them together collectively to get the total. In addition, they take part in yoga classes, dance and movement sessions.

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

Children are relaxed and confident in the nurturing care of practitioners. This is because of the gradual introduction to the nursery which is based around their individual needs. This careful planning helps to support and encourage them in the transition between home and the nursery. The key person system is very well established and staff have an excellent understanding of their roles and responsibilities to meet the needs of the children in their own key group. As a result, children form strong attachments, enhancing their sense of security and belonging.

Children are thoroughly prepared and supported by practitioners through transitions within the nursery. Successful handover systems within the nursery ensure children are introduced to their new key person and spend time visiting their new room, which enables them to build close relationships. Therefore, children are very happy and settled. Babies' emotional development is continually promoted as they develop secure, trusting relationships with practitioners. For example, babies are cuddled closely when they are tired, upset or need reassurance. Consequently, their emotional needs are continually well met.

Children develop high levels of self-esteem because practitioners are attentive and value their contributions. Children create the 'golden rules' across the nursery. These include 'walking feet are for inside and running feet are for outside'. Children learn about sharing and turn taking as practitioners skilfully intervene to help them solve their difficulties when

it comes to sharing popular resources. Practitioners manage children's behaviour very effectively. They are polite and respectful, acting as positive role models towards children in relation to expected behaviour. For example, they are polite to each other and the children, and are consistent in their expectations, which are appropriate for children's age and stage of development. Children become increasingly independent as they manage their personal care, serve themselves at mealtimes and dress themselves for outdoor play. The learning environment is exceptionally well organised so that children can choose resources and move freely between indoor and outdoor areas. This encourages them to be active and inquisitive learners.

Children's good health is fully assured. Practitioners implement meticulous policies and records, and children are active each day. Babies have many opportunities to develop their physical skills. They pull themselves to standing using low-level furniture and explore their environment with keen interest. Older children enjoy exercising in the large space available. Children are well nourished because they are provided with an excellent range of nutritious foods and a wide choice of fruits and vegetables. Produce is locally sourced and freshly prepared on site by a qualified cook. Clear health plans are in place for children with dietary or medical needs. Mealtimes are social occasions as the children sit chatting to their friends and key person. All children learn sensible hygiene routines because practitioners act as good role models, washing their own hands. Toilet facilities have been well thought out so children can access the easy-to-use taps and paper towels.

Practitioners give high priority to children's safety; they consider safety issues when setting out the room each day and have secure systems in place for arrival and collection times and for the monitoring of visitors. Children learn to use the stairs sensibly and safely to minimise the risk of injury to themselves or others.

Practitioners work admirably with parents and other professionals to ensure any additional or medical needs are met. Inclusion is embedded in the nursery's ethos. Children with special educational needs and/or disabilities are supported well. This is because there are clear targets identified for these children, and staff liaise regularly with parents and other professionals involved with each child to ensure that their needs are effectively met. Children who speak English as an additional language are supported extremely well with pictorial prompts and written words in home languages.

Children experience a smooth transition to school or other settings as there are close links with local primary schools and other providers. School teachers are invited to meet the children who will be in their class next term, and practitioners visit schools in the area. Ofsted reports of the schools that are within close proximity to the nursery are displayed for parents to view so that they can make informed choices. Information about children's needs and achievements are shared and their progress records are passed on to their new settings. These processes help to fully prepare children for the next stage in their learning.

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

The designated person for safeguarding is very clear about her role in meeting the safeguarding and welfare requirements so that children are kept safe. All practitioners have an excellent understanding of the safeguarding procedures and they attend regular training to update their knowledge and skills. Rigorous recruitment and vetting procedures are in place to ensure that all practitioners are suitable to work with children. Thorough induction procedures ensure that new practitioners and students have a secure knowledge of their roles and responsibilities. Comprehensive risk assessments are carried out on a regular basis and practitioners are well deployed to ensure that children are kept safe. This includes additional cover over lunch time so that ratios are exceptionally well maintained throughout the day.

The management team are extremely effective leaders, setting high aspirations for excellent quality, and have an exemplary understanding of the welfare, learning and development requirements. They share their vision with practitioners, which means they all work together as a cohesive team. The management team are well qualified and experienced, which means that they have an in-depth understanding of their responsibilities in meeting requirements. An effective system is in place for regularly monitoring practice, and this ensures the nursery is always evolving and improving. Regular visits from the company's head of early years and the local early years adviser, assist with the monitoring of the provision and target setting. Professional development of all practitioners is supported well through regular supervisions and appraisals. All practitioners work hard to provide high quality care and learning opportunities for children. They are well qualified and some are working towards higher qualifications in order to even further enhance the service they provide.

Practitioners work extremely well in partnership with other early years providers and professionals to share information in order to effectively promote children's learning, development and welfare. Practitioners build excellent working relationships with parents and they demonstrate a very good understanding of the benefits of working closely with them so that children's individual needs are met. Parents speak highly of the nursery and practitioners, explaining they feel very well informed and that their children are happy and extremely well supported. Therefore, children are provided with a consistent approach towards their care and education. Systems for self-evaluation highlight the nursery's strengths and areas for improvement, and clear action plans are used to prioritise areas for development. For example, practitioners' suggestions led to free-flow play for children cared for on the first floor. This was carefully risk assessed and, as a result, children's learning is further enriched.

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	EY301066
Local authority	Cambridgeshire
Inspection number	908158
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	76
Number of children on roll	90
Name of provider	Kidsunlimited Limited
Date of previous inspection	15/10/2008
Telephone number	08453 652 955

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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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