

Kidsunlimited Nurseries - Broadgreen

Broadgreen Hospital N H S Trust, Thomas Drive, LIVERPOOL, Merseyside, L14 3LB

Inspection date	02/04/2013
Previous inspection date	25/03/2009

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 form good attachments to their key person and feel secure in the environment and so they are keen to explore, knowing staff are close by to give support.
- Children are active and animated learners who are developing skills that will help them make the transition to school at the appropriate time.
- Overall, children develop good communication skills and confidently discuss interesting topics.
- The management team have implemented a variety of effective methods of monitoring staff's performance and regularly ask parents for their views, so that improvements are made in line with their needs.

It is not yet outstanding because

- There is further scope to extend opportunities for children who speak English as an additional language to use and celebrate their home language at the nursery.
- Monitoring of children's progress focuses on individual children and so there is no available data to analyse the progress of specific groups of children.

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 children and staff engaged in a range of activities, indoors and in the garden.
- The inspector had discussions with children, parents and staff.
- The inspector examined a sample of children's learning records and enrolment forms.
- The inspector met with the manager, deputy manager and area manager.
- The inspector examined a sample of staff records, such as those relating to recruitment, induction and appraisal as well as training certificates.

Inspector

Valerie Aspinall

Full Report

Information about the setting

Kidsunlimited Nurseries - Broadgreen is one of a large number of provisions run by Kidsunlimited Nurseries. The setting was registered in on the Early Years Register in 2005 and operates from six rooms in a purpose-built building, situated in the grounds of Broadgreen Hospital in a suburb of Liverpool. The nursery is on one level with easy accessibility. There is an enclosed outdoor play area.

The nursery is open each weekday, from 7am to 6pm, all year round. There are currently 142 children on roll, all of whom are in the early years age range. The nursery supports children with special needs and/or disabilities and children who speak English as an additional language. There are 33 members of staff, including relief workers, 29 of whom hold appropriate early years qualifications at level 2 or above. The setting provides funded early education for three- and four-year-old children and is a member of the National Day Nurseries Association.

What the setting needs to do to improve further

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

- extend opportunities for children whose home language is other than English, to use and celebrate that language in the nursery
- extend the monitoring of children's progress to gather data to analyse the progress of specific groups of children, to ensure progress remains consistently good.

Inspection judgements

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

Staff have a good understanding of how young children learn. They observe children in their play and plan activities to help them make good progress in most areas of their learning and development. Staff are very good at asking children open-ended questions and giving them time to respond. For example, during an activity, a member of staff asks the children what they could put in the garden to prevent the cats from climbing on the flowers. Children respond with imaginative ideas, such as a scary mask or scarecrow. They tell familiar stories and pause to encourage children to shout out their response and have regular, lively, sing-along sessions. As a result, children develop good communication skills and confidently discuss interesting topics and make imaginative suggestions. Children who are learning English as an additional language receive support from staff who work closely

with parents to encourage their acquisition of English. However, there is further scope to extend opportunities for these children to use and celebrate their home language in the nursery. Where children have been identified as needing additional support, staff have put effective methods in place to help them. For example, visual support is provided, through a selection of photographs, to help children communicate. In addition, children know how to sign simple words, such as, 'drink' and 'thank you' and use these throughout the day.

Children learn about numbers through planned activities and during mealtimes, when they count how many children are at the table and how many sausages they can have to eat. Older children confidently name a wide variety of shapes, as they cut out paper leaves to add to their sunflower creations. Their imagination and problem solving skills are enhanced as they think about the different ways they can attach the sticks to the egg boxes to create their flower. They imaginatively compare the height of the sunflower to other tall items, such as a building or a giant. Younger children begin to experience the force of gravity as they push toy boats down a water chute. Consequently, children are making good progress in the areas of maths and understanding the world. Babies have lots of opportunities to develop their senses through tactile activities, such as, mark making in flour on the floor and finger painting. They explore paint in a big tray, feeling the texture with their fingers and rolling balls in the paint.

Staff assess children's development on a regular basis and share their progress with parents, giving them suggestions on how they can extend children's learning further at home. Staff ask parents to share their child's 'in the moment' interests or milestones and this helps staff to respond quickly to meet individual children's needs. As a result, children are gaining a good range of skills to ensure their readiness for school when the time comes.

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

Children form good attachments to their key person and feel secure in the environment and so they are keen to explore, knowing staff are close by to give support. Staff find opportunities to give children one-to-one attention during the busy nursery day and notice quieter children who need more time to join-in a group discussion. As a result, children's emotional needs are very well-met. Staff praise children's efforts and good manners, they gently remind children to listen to each other and to tidy up. Consequently, children are well-behaved and say 'excuse me', 'please' and 'thank you' without prompting from staff. Children know how to play safely. For example, they say 'The scissors might cut your fingers off' when staff ask them why they should be careful with them.

The environment is bright and attractive, with the vast majority of resources stored at low levels, so that even young babies can independently select the toys they want to play with. Playrooms are partitioned to create different areas and children can find a quiet corner to play or rest away from a larger group. The building's layout allows for most children to move freely, between the playrooms and the garden, and so they enjoy fresh air and physical activity throughout the day. Children enjoy the outdoors because of the wide range of activities available to them. Children are encouraged to become independent at every age. Babies try to feed themselves at mealtimes, toddlers are

encouraged to wash their own face and put on their own coats and preschool children self-serve themselves at lunch time. Consequently, children are active and animated learners, who are developing skills that will help them make the transition to school at the appropriate time.

Flexible settling-in sessions are adapted to meet individual children's needs. Parents are asked to fill in 'all about me' sheets for their children, which detail their likes and dislikes and any specific needs they may have. This helps staff to get to know children quickly and provide appropriate care. For example, children with allergies have detailed care plans in place. Children's health is further promoted because they are offered nutritious, well-balanced meals and snacks. They learn about healthy food choices through fruit tasting activities and good oral health, when they play with the dentist box.

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

Staff undergo a thorough four-day induction programme that includes training on safeguarding, health and safety and moving and handling. Staff are aware of the potential signs of abuse and know who to contact if they have concerns. Daily risk assessments ensure that the environment is safe and effective procedures for managing allergies, medicines and accidents are in place. Consequently, children are kept safe from harm.

Since the last inspection a new management team have been recruited who are highly reflective and driven to continually improve the service they provide. They have implemented a variety of effective methods of monitoring staff performance and regularly ask parents for their views. As a result, parents feel the nursery has much improved and they are very happy with the care and education their children receive. One parent comments 'I'm blown away by the support for parents, I feel so comfortable with the staff and they have great bonds with my daughter, she's developed so well.'

The management team seek the support of specific agencies to help provide targeted support for individual children and they are making good progress, taking account of their starting points and capabilities. Individual children's development trackers are monitored by the manager. However, there is no method currently in place to give an overview of how specific groups of children are progressing. Consequently, there is no data gathered to analyse the progress of specific groups of children, to ensure children's achievements remain consistently good over time. The nursery has good relationships with Broadgreen Hospital and other local settings and this helps the staff share good practice. Teachers from local schools are invited to come to the nursery to meet pre-school children prior to leaving to start school. Staff collect different school uniforms to help children become familiar with school life and support individual children by going with them to visit their new school. As a result, children are well-prepared to make the transition to Reception Class.

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	EY301174
Local authority	Liverpool
Inspection number	909091
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	89
Number of children on roll	142
Name of provider	Kidsunlimited Limited
Date of previous inspection	25/03/2009
Telephone number	0845 3652956

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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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