

Kidsunlimited Nurseries - Woodlands

Thorpe Wood, Peterborough, Cambridgeshire, PE3 6HN

Inspection date	04/04/2013
Previous inspection date	30/03/2011

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

- The management and staff create a warm and welcoming environment where children settle, enjoy themselves and develop close relationships with their peers and the adults working with them.
- Parents feel welcome and appreciate regular exchanges of information about their children's learning and development. This helps provide continuity of learning for children.
- The well-planned playrooms create a highly inclusive environment that respects and values culture and diversity. This supports children in their understanding of people's differences.
- Children feel safe and secure because members of staff maintain close supervision during the activities inside, and out in the garden.

It is not yet outstanding because

- On occasions, staff do not listen well enough to children or question them skilfully to help enhance their learning opportunities.

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 completed a joint observation with the deputy manager.
- The inspector spoke to the acting manager, deputy manager and key people at appropriate times throughout the inspection.
- The inspector took account of the views of parents and children spoken to on the day.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of practitioners working within the setting, the provider's action plan and a range of other documentation.

Inspector

Sharon Alleary

Full Report

Information about the setting

Kidsunlimited Nurseries - Woodlands was registered in 1993 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose-built premises in Peterborough, and is owned by the Kidsunlimited chain of nurseries. The nursery serves the local area and is accessible to all children. It operates from a one-storey building and there is a fully enclosed area available for outdoor play.

The nursery employs 26 members of childcare staff. Of these, 21 hold appropriate early years qualifications. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 65 children attending who are within the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language.

What the setting needs to do to improve further

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

- extend the effectiveness of teaching, for example, by ensuring that all staff listen perceptively to children and skilfully question them during activities in order to re-shape tasks to extend learning opportunities.

Inspection judgements

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

Staff have a secure understanding of how young children learn. They are skilful in planning to meet each child's individual needs and gather detailed information about children's needs from parents in their settling-in periods. This helps to provide a firm base for establishing children's starting points. Key staff undertake regular observations and assessments of the children to track their progress. They evaluate this information and identify realistic next steps in the children's learning. These next steps clearly inform the planning. Activities are linked to the children's interests, which means that they are keen to take part. For example, children use the paint to make handprints; staff follow this interest by showing children how to use water and the blackboard outside to make handprints and other shapes. Staff implement the progress check at age two and share the information with parents efficiently.

Opportunities for children to develop their writing and early mark-making skills are provided as children like to draw and write in the well-stocked writing zone. They ask a member of staff if they can draw a picture of the princess from a book they read earlier.

Children draw recognisable pictures, which the staff member puts onto the wall. This valuing of children's work supports the development of children's self-esteem. Children show off their mathematical knowledge as they eagerly recognise and name numbers one to 10. Babies remain focused and interested in activities for sustained periods of time. This is because staff adapt and change the experiences. For example, as babies explore the gloop the member of staff shows them how to make handprints on the mat. Staff continually adapt the activity to suit the needs and developmental stage of each child, resulting in the inclusion of all children.

Older children explore technology as they complete an age-appropriate game on the computer. Babies and toddlers enjoy singing together and staff use props to hold their interest. For example, babies play 'peek a boo' through a chiffon scarf. Toddlers smile and laugh out loud as they recognise and join in with popular action rhymes. These activities support all aspects of children's communication and language skills. All children have access to the outside environment where they practise larger movements, for example, as they balance on planks, climb up the slide and roll enormous wheels along the floor. Physical development is also extended through routine yoga sessions, the children clearly enjoy 'walking through the jungle' to see what animals they can see. Staff join in children's play and offer good support and encouragement in most cases. However, on occasions, some staff are not always sufficiently focussed on what children could learn and the best way of extending this. For example, children are not always encouraged to solve problems in their play and talk about what they are doing. As a result, staff miss opportunities to develop children's individual and independent interests into something meaningful that children can learn from. Through independent play and adult interaction the children are learning essential skills and knowledge to support their next steps in their learning journey.

A broad range of multicultural and diversity resources and pictures, support children's understanding of the differing people and communities they live alongside. The nursery further encourages respect through 'Anje', the empathy doll. She attends nursery for set sessions and the children learn about her complex needs and begin to have an acceptance and empathy for all children. Those children who speak English as an additional language are suitably supported through resources, such as visual timetables and very good labelling in other languages. Parents are successfully engaged in all aspects of their child's learning. The effective key person system ensures parents are well informed about their children's achievements and progress through daily exchanges of information and regular reports being sent home. This helps staff to plan more accurately for the children's interests as well as their next steps. Parents comment positively about the nursery and say 'they are interested in what my child learns at home'.

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

Children form close bonds with all the staff in the nursery. They seek out adults to play with and demonstrate they enjoy their company by involving them in their play. Babies demonstrate secure attachments as they approach staff for cuddles and seek reassurance. Through these familiar contacts the children become confident to accept, approach and sit with the inspector. These secure bonds promote all children's emotional and physical well-

being effectively. The successful settling-in procedures ensure children have a smooth transition from home to the nursery. Children feel secure and safe as a result. The environment is imaginative and inviting with a broad range of toys and resources that cover all areas of learning well, and therefore, support children's overall development. Children are able to make choices for themselves, which supports their independence appropriately. Staff are well deployed at all times. There is a high priority placed on the safety of children during play sessions, staff consistently check numbers of children outdoors against those numbers inside.

Staff are effective role models and they give children clear guidance about routines and behaviour. Children are encouraged to take acceptable risks. Consequently, children's behaviour is good because staff give clear explanations of what is acceptable and provide gentle reminders about the boundaries in place. For example, toddlers are reminded to sit down before they come down the indoor slide. Staff encourage children's personal, social and emotional skills well. Older early years children are independent and know how to put on their own coats and serve themselves with food and drink at meal times. Snacks and meals are freshly prepared with a wide range of nutritional options to promote the healthy eating ethos within the nursery. Management have implemented a systematic, fool-proof approach to identify dietary, cultural and personal needs when serving foods. This supports all children's individual health and social needs very well. Physical development and understanding of exercise is supported through the regular yoga sessions. Children begin to recognise the effect exercise has on their body as they warm up and cool down.

Staff encourage children to learn about safety effectively. For example, children are reminded to be careful of their friends when rolling the tyre outdoors. They enjoy visits from the local police who talk to the children about road safety and how to keep themselves safe. Furthermore, they practise regular fire drills which help the children learn about how to keep themselves safe in an emergency. Children tell the inspector, 'we meet at the gate'. Transitions throughout the nursery are very good and children move from room to room with ease and they settle well. Staff have an efficient handover system; this adds to the smooth transition. Management have set up effective meetings with schools to aid the transfer from the nursery to school. They pass on a summary of the children's achievements and have visits from the teachers of some of the local schools. This ensures effective continuity in children's learning and care.

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

Staff are knowledgeable of their responsibility to safeguard children. Designated staff attend training and ensure others are kept fully informed. The management monitors the educational programmes to ensure every child is making progress within the seven areas of learning. Management observe, monitor and appraise staff regularly in order to identify any weaknesses and to focus on specific targets for training and professional development. Staff are also given the opportunity to follow their own interests in their professional development. Their understanding of the Development Matters in the Early Years Foundation Stage is supported very well through the coaching and mentoring of the acting manager and the deputy. Children's safety is given high priority. Staff endeavour to

provide a safe and secure environment for children through regular risk assessments and daily checks. The management and staff are fully aware of their responsibility to ensure the suitability of all staff and to ensure children are never left unsupervised with any person visiting or settling children who has not been subjected to vetting procedures. New staff are very well supported and undertake a rigorous four-day induction process to ensure they are familiar with the policies and procedures at the nursery.

The setting evaluates the service they provide through self-evaluation. This incorporates the views of all users to ensure a good overview of the whole provision is sought, which leads to the identification of targets for future development. This results in continuous improvements being made, which enhance children's care and learning experiences. The recommendations raised at the last inspection have been met. This demonstrates the nursery's commitment to continuing improvement. For example, the nursery has a positive attitude towards promoting culture and diversity. As a result, children are introduced on many levels to resources and images to promote the diversity of our current society. Partnerships with parents are effective and staff are committed to working together with them to ensure continuity of care and learning for children. They keep parents well informed, both through written and daily verbal communication. Parents comment positively about the exchange of information, 'we receive regular newsletters to keep us up-to-date'. The nursery shares information on children's progress and achievements with their childminders through discussions. At the moment, there are no children being supported by other professionals or outside agencies. However, the management understand the importance of liaising in these circumstances. This ensures that children receive continuity of care and their learning is complemented, which means that their needs are fully met.

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	256850
Local authority	Peterborough
Inspection number	910176
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	54
Number of children on roll	65
Name of provider	Kidsunlimited Limited
Date of previous inspection	30/03/2011
Telephone number	0845 365 2909

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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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