

# Kidsunlimited Nurseries - Countess of Chester Hospital

Countess of Chester Hospital N H S Trust, The Countess of Chester Health Park, CHESTER, Cheshire, CH2 1UL

<b>Inspection date</b>	15/04/2013
Previous inspection date	18/10/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	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 settings good practice enables all children to make good progress relative to their starting points and prepares them well for school or the next steps of their learning.
- Practitioners have high expectations for children and teaching is securely based on a thorough understanding of how children learn, which ensures each child makes good progress. The records of assessment are detailed and are used effectively in the planning of activities to move children on in their learning.
- All practitioners consistently give the highest priority to the safety of children and effectively support children's growing understanding of how to keep themselves safe and healthy.
- Partnerships with parents, external agencies and other providers are good and make a strong contribution to meeting children's needs.

### **It is not yet outstanding because**

- Toddlers do not always have sufficient opportunities to use larger equipment in the outdoor area to further develop their physical skills.

## 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 activities in the designated three rooms and outside.
- The inspector held discussions with the manager, deputy, area manager, staff and spoke with the children.
- The inspector looked at children's observation and assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of the staff, the settings self-evaluation documents and safeguarding policy and procedure.
- The inspector took account of the views of parents and carers.

## Inspector

Sylvia Cornock

## Full Report

### Information about the setting

Kidsunlimited was registered in 1994 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of 64 provisions privately owned and managed by Kidsunlimited. The nursery operates from a purpose-built building and is situated in the grounds of the Countess of Chester Hospital, Chester. The setting serves the local area and staff employed at the hospital, and is accessible to all children. There are two enclosed areas available for outdoor play.

The setting employs 20 members of child care staff. Of these, one staff member holds Qualified Teacher Status, one holds an appropriate early years qualification at level 4 and 18 hold early years qualifications at level 2 or above.

The setting opens Monday to Friday all year except for bank holidays. Sessions are from 7am until 6pm. Children attend for a variety of sessions. There are currently 105 children attending who are in the early years age group. The setting provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

### 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 toddlers to practise their physical skills in the outdoor area by, for example, extending the range of large play equipment that can be used in different ways, such as ladders, A-frames and barrels.

## Inspection judgements

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

Practitioners demonstrate that they have a good knowledge and understanding of how children learn. They have high expectations of themselves and the children. They provide rich, varied and imaginative experiences for the children. Practice is good with well-planned educational programmes for children of all ages. Practitioners complete clear assessments for all children. These are monitored by senior management to ensure they are used to support children's learning and based on a comprehensive knowledge of the child and their family. This ensures children make good progress.

Practitioners involve children in decision making and allow them to freely choose from the

extensive range of resources, which are easily accessible. For example, children initiate the building of a tent and this enables them to share their home experience of camping in the outdoors. With the help of a practitioner they gather various resources, such as, curtains and bedding and link them together with pegs to form the tent. Children are well motivated and eager to join in. They use their imagination and become excited as they hide and make various animal noises for the other children to guess what they are. This develops children's listening, physical and language and communication skills. Children use language well and this is further developed through skilful questions and challenges set by the practitioners. Pre-school children and toddlers sit comfortably in the adult-led activity. They show interest and are fully engaged at story time. Practitioners plan daily physical activities and children have the choice of free-flow from inside to outside, where children can access equipment and resources to support their healthy lifestyle. Children's personal, social and emotional development is enhanced as practitioners help all children make rapid improvement in their learning from their starting points. Through good transitional procedures children are very well prepared for school or their next steps in their learning.

Children immerse themselves in the exploration of using various materials and textures in the completion of their art and craft activities. They show a sense of pride in their sharing of pictures displayed they are completing. Children have many and varied opportunities to use their mathematical skills counting everyday objects. Practitioners encourage children to do things for themselves, but are on hand to help when needed, for example, as younger children put on their outdoor clothing. Practitioners plan activities and themes to support children's understanding of other cultures. They label the resources in other languages, which helps support children in gaining good language skills, especially when English is not their home language. The walls display posters about people of the world and welcome posters in different languages help children to gain awareness of their differences and similarities.

The key person supports engagement with all parents who contribute to initial assessments of their child's starting points on entry and their progress check at age two. They are kept well informed about their children's achievements and progress. Parents support and share information about their child's learning and development at home, such as home activities and special events in their lives. This enables practitioners to plan for the next steps in children's learning because they have a full picture of their development.

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

Children are well settled in the provision, supported by the calm and consistent interaction of the practitioners. All practitioners are highly skilled and sensitive in helping children form secure emotional attachments and this provides a strong base for their developing independence and exploration. Each child's key person works closely with parents, which ensures they are fully informed of children's care needs and how to meet them. Children confidently make their needs known, secure in the knowledge that practitioners will listen and respond. For example, children ask for help as they build the tent indoors and show excitement at the prospect of using the finished project. Children increasingly show high levels of self-control during activities and confidence in social situations and develop a good understanding of how to manage risks and challenges relative to their age. For

example, they walk and do not run indoors, because of hurting themselves or others.

All practitioners consistently give the highest priority to the safety of children and effectively support children's growing understanding of how to keep themselves safe. For example, the monthly practice of the evacuation of the premises gives children an understanding of how to leave the premises in an emergency. They are made aware of how to keep safe and discuss road safety, when taking walks in the hospital grounds. Practitioners are appropriately deployed and use consistently applied strategies and clear guidance for children about what is acceptable behaviour. Relationships are strong at all levels and children are learning to respect each other's differences. Children's behaviour shows that they feel safe and secure in the setting. This supports their further learning and transitions in the setting and school.

Practitioners give clear messages to children to ensure they develop a good understanding of why it is important to have a healthy diet. They gain an understanding of the need for physical exercise. Children enjoy the healthy snacks of fruit and cooked lunches provided, with the older and more able children helping themselves to the food on offer. This supports their independence and small physical skills. Children are competent at managing their personal needs relative to their ages. They access the toilet and wash their hands independently. Practitioners display good hygiene procedures as they use appropriate disposable clothing and gloves when nappy changing and at snack and meal times. This further develops children's understanding of how to prevent the spread of infections.

The learning environment is stimulating and well-resourced, which helps children across all areas of learning and provides challenge. However, there is scope to enhance the resources in the outdoor area for toddlers in order to extend their growing physical skills. Children are confident as they move around the playrooms, selecting activities and resources of their choice. They carefully put resources away at tidy up time. They use their small physical skills with accuracy. Children display high levels of self-esteem and confidence and they access the drinking water, which is freely available in all rooms. They show good manners when sitting at the snack and lunch table, learning skills for the future.

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

Practitioners have a good understanding of their responsibilities and ensure that the provision meets the safeguarding and welfare requirements of the Early Years Foundation Stage. Management are aware of their responsibility to report any concerns identified in respect of allegations made against a practitioner and to take appropriate action with immediate effect to safeguard children. Clear policies and procedures are in place and these are known and understood by all practitioners who have accessed appropriate safeguarding training. The leadership shown by senior management is good. The well documented drive to strongly improve achievement for all children over a sustained period of time is clearly linked to their learning. There is a good overview of the curriculum through monitoring of educational programmes, to ensure a broad range of experiences to help children make progress towards the early learning goals. This is based on a secure

understanding of the areas of learning and how children learn.

Planning and assessment is good and the regular monitoring by senior management to make sure they are consistent, precise, and display an accurate understanding of all children's skills, abilities and progress supports children's progress very well. Individual children or groups of children with identified needs are targeted so that appropriate interventions are sought and gaps are closing. Good quality professional supervision is provided with planned annual appraisals. These are based on consistent focused evaluations of the impact of staffs' practice. The effective systems for performance management and accountability arrangements are understood and consistently applied. An effective and well-established programme of professional development ensures practitioners are constantly improving their already good practice.

Managers through self-evaluation takes into account the views of practitioners, children and their parents. They carefully analyse, monitor and self-challenge to drive for improvement that supports children's achievements over time. Strengths and weaknesses are effectively identified. Planned actions to overcome weaknesses have been concerted and effective. There are strong links between identified priorities and plans for improvement.

Parents are involved in their children's nursery life through questionnaires, daily sharing of information and their written comments on their child's assessment progress sheet. Parents and carers verbally comment on the excellent staff and their support to their child and the family. The welcoming environment and the good progress their children have achieved. The key person uses effective, targeted strategies and interventions to support learning that match children's individual needs. Children's needs are quickly identified and exceptionally well met through good partnerships between the setting, parents, carers, external agencies and other providers. Appropriate interventions are secured and children with special educational needs and/or disabilities receive the support they need. The management share information appropriately with other settings the children attend. This supports the continuity and consistency in children's experiences and learning.

### **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

<b>Unique reference number</b>	305135
<b>Local authority</b>	Cheshire West and Chester
<b>Inspection number</b>	909343
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	60
<b>Number of children on roll</b>	105
<b>Name of provider</b>	Kidsunlimited Limited
<b>Date of previous inspection</b>	18/10/2010
<b>Telephone number</b>	08453 652925

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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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