

# Kidsunlimited Nurseries - Tadpoles

Tadpoles Nursery, 338-340 Kirkstall Road, LEEDS, LS4 2DS

<b>Inspection date</b>	22/04/2013
Previous inspection date	28/10/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>2</b>
	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 are provided with a good range of activities that are presented in a fun way. This means their interest is captured fully and they are keen and motivated to learn.
- Staff give the highest priority to working in partnership with parents, which means information about children's individual care and learning needs is communicated very effectively. Consequently, children settle extremely well and parents have complete faith and trust in the staff who care for them.
- Children are confident in their environment because their efforts and achievements are valued and fully acknowledged by their carers. This means they are confident in their own abilities and become polite and well-behaved individuals.
- Good attention is given to supporting children's development in communication and language through exciting storytelling sessions, rhymes and songs. Consequently, they become confident communicators.

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

- Children do not have consistently rich opportunities to use mark-making materials in their play in the outdoor area, to fully support their early writing skills.
- There is scope to further develop the range of resources to support children's imaginative play outdoors.

## 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 had a tour of the premises and observed children playing in all the rooms and outdoor area.
- The inspector met with the manager and her deputy.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector checked evidence of suitability and qualifications of staff working with children, and discussed the provider's improvement plan.
- The inspector looked at a selection of children's learning records, planning documents, policies and children's records.
- The inspector took account of the views of parents and carers spoken to on the day and comments they provided in electronic form.

## Inspector

Diane Turner

## Full Report

### Information about the setting

Kidsunlimited Nurseries - Tadpoles was registered in 2006 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is owned by the Bright Horizons Family Solutions group. The nursery operates from a two-storey building which is situated on the outskirts of Leeds city centre. Children are cared for in five rooms according to age, across the two floors. There is no lift access to the upper floor. There is an enclosed area available for outdoor play.

The nursery employs 20 members of childcare staff. Of these, 16 hold appropriate early years qualifications at level 3, two hold level 2, and two have Early Years Professional Status, including one who also has Qualified Teacher Status. The nursery opens Monday to Friday all year round from 8am until 6pm, except for Bank Holidays. Children attend for a variety of sessions. There are currently 92 children on roll, all of whom 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 and children with special educational needs and/or disabilities. 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:

- enhance the educational programmes for literacy further by increasing the opportunities for children to make marks and use writing for a purpose in the outdoor area
- develop the educational programmes for expressive arts and design further by increasing opportunities for children to use materials and props that support role play in the outdoor area.

## Inspection judgements

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

All staff have a good understanding of the Early Years Foundation Stage and the characteristics of effective learning. They are enthusiastic in their approach and make the activities they provide fun. Consequently, children are motivated, keen to be involved and concentrate well. This means they make good progress that is well within the development bands for their age and are well prepared for school. Staff give children time

to explore and find things out for themselves, but are close by to help them extend their learning and further their development. For instance, following on from a story, younger children make 'wizard' hats and wands. A member of staff sits back and lets the children use paint to decorate their paper before introducing glue and glitter to enable them to extend their ideas further, if they wish. She then shows them how to roll their paper up and secure this with tape to make their wand.

Staff pay good attention to promoting children's communication and language skills. They encourage them to join in with singing and rhymes at every opportunity, and delight in the children's learning as they clap their hands and show they are making connections to the rhyme. Staff skilfully capture children's interest as they tell stories using props and different voices. As a result, children show high levels of fascination and are not easily distracted. For instance, a member of staff uses a puppet and music as she tells older children the story of St George and the dragon, to help them understand about St George's Day. She then encourages the children to act out the story, which they do with gusto. Finally, she skilfully asks them open-ended questions to help them recall what they have learned and gauge their understanding of the story.

Staff understand fully that children learn in different ways. As their key persons, they notice patterns of repeated behaviour in young children's play and provide activities that enable them to fulfil these. For instance, they provide stones that can be put in, buried and taken out of the sand tray for very young children who like to learn through containing and enclosing items. This means children maintain their focus on their activity for a good amount of time and learn to make sense of the world in their own way. Staff provide a welcoming environment for children to play and learn. For example, the playrooms have a wealth of colourful displays that include good examples of children's work, to show their efforts are valued. Print is used indoors and outdoors in a variety of ways to show children words have meaning. Resources, such as, pencils, crayons, paint and brushes, are readily available indoors to enable children to make marks and develop their early writing skills. Role play areas are well resourced indoors, which enables children to express themselves and support their imaginative play. For example, real fruit and vegetables are provided along with pots and pans so they can act out making meals. However, these rich opportunities for mark making and imaginative play are not extended fully to the outdoor area. Consequently, children's understanding of how these can be used in different contexts is not fully supported.

Staff provide good opportunities for children to develop their mathematical skills. For example, they hide number tiles in the outdoor area for older ones to find. They then teach children how to recognise and name the numerals and to hold these up and order them correctly. Staff make good use of everyday opportunities to support children in using number for a purpose. For instance, they help younger ones to count how many courgettes they have planted. Each day older children take turns to count how many plates they need for their table at lunchtime. They then confidently request the correct number and give these out. Staff observe, assess and keep clear records of children's responses to the activities. Parents are actively encouraged to be part of the process and to share what their children achieve at home, with their key persons. This means staff have a full picture of children's progress and the skills that they are gaining in readiness for school, when the time comes. Consequently, they can plan precisely for the next steps

in their learning and provide ideas for parents to support these at home. Parents state that they are delighted by the progress their children are making.

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

Children settle well because staff give high priority to making their transition into the nursery a pleasant experience. Settling-in visits are actively encouraged. These are carefully arranged so that at some point they coincide with the feeding and sleep routines of very young ones. This enables parents to discuss fully how their children like to rest and be fed and comforted if they become upset. Consequently, the care children receive in the nursery is an extension of their home life. Children develop close bonds with their key persons. This means they are emotionally secure in their care and have a strong base for their learning and development. Staff delight in discussing children's personalities and the progress they make in their learning. For example, one member of staff knows that one of her key children likes to dance and that one of her favourite activities is marching to music. Consequently, she provides lots of opportunities for the child to follow this interest. The child joins in with gusto and beams with pleasure as she marches and twirls ribbons to the music, confident in using her creative and physical skills.

Children learn to behave well because they have secure routines and know what is expected of them. For example, they know to sit and wait until everyone has got their plate of food before they start eating. This shows they have good manners and respect for each other. Staff actively encourage children to develop their independence. As a result, older children confidently pour their own drinks and serve their own food at lunch time. They help themselves fairly to the food and decide whether they would like a small or large portion of dessert depending on their appetite. Staff acknowledge children's efforts with meaningful praise. For instance, one member of staff tells a child her marching is 'fabulous'. Special achievements are recorded and displayed on 'star trees' to share with parents and others in the nursery. This very successfully raises children's self-esteem. Children have good opportunities to be involved in activities in their local community. For example, older ones travel by bus to borrow books from the library. With the help of the nursery chef children make a cake at Christmas, which they then take to a nearby care home to share with the elderly residents. They also sing songs for them. This enables children to develop confidence in interacting with people other than their normal carers, which further prepares them for the transition to school.

Staff give high priority to helping children learn about personal safety because they involve them in assessing risks. As a result, children know, for example, to ask staff for help if they need this when using the balance beams outdoors. Staff are very effective in helping children to follow a healthy lifestyle. For example, they make sure all children have access to the outdoor area twice a day. This means they benefit from plenty of fresh air, have space to play on a bigger scale and good opportunities to develop their physical skills. For instance, a group of children delight in building with large blocks and pieces of wood. Non-mobile babies enjoy sitting on rugs under a shelter and watching ribbons blowing in the wind. Those who are at the crawling stage test their skills and confidence as they move through a tunnel. Older children delight in digging in soil and helping to

plant vegetables, and they show interest and curiosity as they look for frogs and fish in the small pond.

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

The management team work collaboratively to ensure the requirements of the Early Years Foundation Stage are met successfully. The recruitment and vetting of any new staff is thorough, which means their suitability to work with children is carefully assessed. All staff are trained in safeguarding and are confident in their ability to recognise the possible indicators of abuse or neglect. They know to whom they should refer any concerns. Daily checks are carried out on all areas and effective action is taken to minimise any risks to children's safety. Staff have a good understanding of children's health needs and are vigilant in ensuring these are met to protect their well-being.

Staff's performance is monitored very effectively. Those members of the team who have Early Years Professional Status successfully use their knowledge and expertise to assess the quality of teaching and learning in the nursery. They make regular observations of staff's practice and check the termly summative assessments they compile, to ensure these give a clear and accurate account of children's ongoing development. Sensitive support is given to help staff address any areas of underperformance. Annual appraisals are effectively used to help staff plan for their professional development. Examples of staff's dedication that are noted by parents are rewarded under a company loyalty scheme. This shows that they are valued and appreciated, and boosts their morale. The staff team is well organised and deployed very efficiently, both indoors and outside. This means children are supervised well at all times and supported effectively in their learning. The nursery has good links with other early years settings. For example, staff visit the schools children will move on to and take photographs of the teachers and premises. These are put together in a 'transitions box' along with items of uniform, and staff use them to promote regular discussion, to help prepare children fully for the move.

The manager is passionate about the nursery and gives very good attention to monitoring the quality of the service and continually improving this. The staff team share her vision and take responsibility for making regular reviews of their rooms to identify where improvements can be made. For example, black and white items have been introduced in the baby room as research shows that these help babies to focus. Recommendations raised at the last inspection have been successfully addressed, which has significantly improved the opportunities for children to learn about information and communication technology. The attention given to working in partnership with parents is excellent and they play an active part in moving the nursery forward. For example, representatives from the Parent Nursery Association meet regularly to ensure the views of those using the service are known and responded to. Parents are invited to events at the nursery, such as sports day, and to share their skills with the children. They join them for lunch so they can sample the quality of the meals for themselves and find out what their children enjoy eating. Parents receive very good information about the nursery and the Early Years Foundation Stage through a welcome pack, regular newsletters and a well-presented and easy to navigate website. They are fully informed about their children's day. This includes

not only what they have enjoyed but what they have achieved. Parents' comments about the nursery are very complimentary. They describe staff as going 'over and above' to meet their children's needs and they like the strong focus there is on healthy eating.

### **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>	EY335791
<b>Local authority</b>	Leeds
<b>Inspection number</b>	908817
<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>	69
<b>Number of children on roll</b>	92
<b>Name of provider</b>	Kidsunlimited Limited
<b>Date of previous inspection</b>	28/10/2009
<b>Telephone number</b>	0845 365 2958

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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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