

# Kidsunlimited Nurseries - Bramingham Park

79 Lucas Gardens, Bramingham Park, LUTON, Bedfordshire, LU3 4BG

<b>Inspection date</b>	22/04/2013
Previous inspection date	04/04/2011

<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's early communication and language skills are developing through sign language opportunities. All staff promote effective language development through skilful questioning and encouraging children's speech.
- The well-established key person system ensures that children throughout the nursery form secure bonds and attachments. As a result, babies and children are happy, settled and build good relationships.
- Thorough planning, observations and assessments ensure that the children enjoy a range of planned and spontaneous activities, which take in to account their interests. Consequently, their learning and development is promoted.
- Partnerships with parents and others, delivering the Early Years Foundation Stage are good. As a result, children's learning is consistent. Self-evaluation and performance management systems support staff in improving their practice and ensuring that the safeguarding and welfare requirements are met.

### It is not yet outstanding because

- There is scope to further improve opportunities to develop children's understanding of the benefits and effects being healthy has in contributing to their well-being.
- Opportunities for children to enjoy flexible inside and outside play are not maximised.

## 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 spoke with the management team, parents, staff and children at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector looked at a selection of documents, including children's photographic learning journeys, which demonstrate a range of activities children are involved in.
- The inspector observed activities in all nursery rooms and the outside areas.

## Inspector

Jo Rowley

## Full Report

### Information about the setting

Kidsunlimited Nurseries, Bramingham Park is one of 67 nurseries run by Kidsunlimited. It originally opened in 1996 and was re-registered to Kidsunlimited in 2004. The nursery is situated in Luton, Bedfordshire. It operates from a two storey building with outside play areas. There are six age-related base rooms catering for children aged from three months to five years for sessional and day care. A separate base room is used for an out-of-school service, which offers 16 places for children aged from five up to 11 years. The before and after school club collects from Bramingham Park Primary and Warden Hill schools. The holiday play scheme, operating in school holidays, is open to the community.

The nursery is registered on the Early Years Register and both parts of the Childcare register. It is open each weekday from 7.30am until 6.30pm, 52 weeks of the year. There are 108 children on roll and funded early education for three- and four-year-old children is provided. The nursery supports children with special educational needs and/or disabilities as well as children who have English as an additional language. The nursery serves the local community and the surrounding area of towns and villages in Bedfordshire. The manager and deputy are supernumerary to the team of 33 staff. Of these, three hold early years qualifications at level 2 and 23 hold early years qualifications at level 3. The nursery receives support from the development and training officer from Kidsunlimited head office as well as the development team of 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 daily opportunities for children to enjoy flexible inside and outside play by, for example, providing free flow arrangements
- develop further opportunities for children to maximise their understanding of being healthy, with regards to children's personal hygiene.

### Inspection judgements

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

Educational programmes for the prime and specific areas of learning are well organised and planned and ensure that children develop well. Staff demonstrate a good knowledge of the Statutory Framework for the Early Years Foundation Stage using documents, such as, Development Matters in the Early Years Foundation Stage, to support their

understanding. As a result, children are reaching expected levels of development. Children enjoy a range of well organised activities, which take into account their individual interests. Across the nursery children are currently learning about the life cycle of frogs. Children spend time watching the frog-spawn grow and have taken part in a spring walk to see the frogs in their natural environment. Staff use these opportunities to extend children's learning as they talk of how the frog-spawn is getting bigger and children learn about each stage of the frog's development. As a result, children are interested and concentration levels are good.

Babies enjoy a range of activities which support their physical development and their communication and language skills. Staff extend their vocabulary by continually introducing new words and repeating these often for babies to digest and learn from. The babies are also encouraged to develop early sign language skills. Consequently, babies communicate well as, for example, they sign for 'more' and 'milk' at meal times. Furthermore, their vocabulary is extended as staff talk to the babies regularly, such as, when in the garden talking about the sunshine and the sun flowers.

Staff carry out regular observations on children throughout the nursery. These are used to highlight children's next steps, which are then incorporated into the planning of activities. Children's interests are widely included in activities and child-initiated activities happen regularly. For example, a group of children talk about a time they go on bus rides with their families. This prompts staff to plan a bus trip to the library with children, enabling those who do not use public transport regularly an opportunity to enjoy this experience. This is extended further as children create their own bus and produce tickets for staff and children getting on the bus to the zoo. As a result, children's imaginations are well promoted. Effective monitoring and evaluation by management ensures that staff promote children's learning and development well. As a result, children are working comfortably within the typical range of development expected for their ages. The nursery ensures that all children's individual and specific needs are well supported, including those with special educational needs and/or disabilities and children who speak English as an additional language. Therefore, children are making good progress overall.

Staff work closely with parents to ensure that their children settle with ease. Parents are encouraged to share as much information about their children as possible, enabling good key person relationships and a feeling of security for the children attending. Staff are regularly updated, through consultations, diaries and discussions, about their children's progress and achievements. Parents are fully engaged in their children's learning and more recently this has been enhanced in the pre-school age group through the implementation of home boxes. These boxes include key games, ideas and things to make, play or do with children at home. Parents speak highly of this initiative and children enjoy their learning through play. Furthermore, their readiness for school is promoted.

Older children's communication and language skills are encouraged as they are responsible for finding their names as they self-register on arrival to nursery and remove their name as they go home. Younger children demonstrate a keen interest in books and spend quality time with staff as they look at these together or with their friends. Children have regular opportunities to develop their physical skills. For example, they take part in activities, such as, parachute play inside and use resources, such as, bikes and trikes

outside. However, children are not given flexible, free flow opportunities to play outside when they want to and this means that on occasions children have to wait.

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

The well-established key person systems promote stability between children and staff. This means that children are developing effective bonds and attachments, which promote their feelings of security. Parents speak of good relationships with their children's key person and enjoy the regular updates they receive. Children's behaviour is good. They learn from a young age about being kind to their friends because staff promote positive behaviour, naturally, through praise and role modelling. Children's independence is well-promoted as, for example, the pre-school children take turns in helping staff at meal times. They are enthusiastic about serving meals and pouring drinks, for their friends and this promotes their self-confidence. Furthermore, good manners are promoted with children being encouraged to say please and thank you and wait for their friends, to have their meals served, before eating.

Younger children thrive on the fun activities, which are planned for them and enjoy taking part as a group. Children enthusiastically join in with singing and dancing along to action songs and rhymes in the toddler room. They make big movements as they move their bodies to the songs, promoting their physical development. Children's safety is promoted and they are developing an understanding of risks. For example, younger children are reminded to sit down while drinking and eating to avoid incidents. Older children learn how to avoid children and objects as they skillfully manoeuvre around the outside area on bikes and scooters. Furthermore, children's understanding of safety is encouraged further as they learn about road safety during walks in the community or when using public transport, with staff.

Children eat well at the nursery. The kitchen team work hard to ensure that children are provided with a healthy diet. The chef prepares a range of healthy and nutritious meals, according to the set menus, and has achieved a five star local authority rating for good hygiene, for many years. Children learn about the importance of physical exercise as they take part in physical play and have access to fresh drinking water in each room. Older children manage their own personal needs by using the toilet independently, while staff use appropriate gloves and aprons when changing nappies for babies and young children. However, children are not consistently reminded of effective hygiene practice. This means that when children cough or sneeze they are not reminded to wash their hands and staff do not routinely talk of the importance of removing germs when they do wash their hands.

Children are prepared for the next stages in their learning because they are well-supported in their transitions from home to nursery. Staff organise regular settling-in visits with parents before children start at the nursery and this promotes opportunities to build strong relationships with home visits arranged if required. With children moving between rooms as they develop their key person attends settling-in visits with them, where possible, to support them and help them to feel more comfortable. Staff have created good relationships with the primary schools closest to the nursery and children moving on to school enjoy opportunities to go with staff on the school run, when collecting school

age children. Additionally, teachers from the local schools visit the children at nursery. Therefore, children's transitions are promoted.

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

The nursery has a well-established staff team with several staff having worked at the nursery for many years. The team work well together and promote an enthusiastic attitude to children's learning through effective planning and assessing of their roles. Regular staff and room meetings are held to promote opportunities for staff to discuss observations and assessments. Consequently, this enables staff to be aware of all children's learning and development requirements, throughout the setting. Good systems for monitoring observations and assessments mean that management are regularly tracking these. As a result, the learning and development requirements are met. Therefore, gaps in development are closed and interventions determined.

Children are well protected because staff are vigilant in ensuring that security arrangements are promoted. For example, adults not known to staff are required to give a 'family password' when collecting children as well parents giving notice to staff if someone else is collecting their children. All staff have completed basic safeguarding training with the management team attending additional training and taking the lead with concerns. Staff are aware of the safeguarding policy in the event of a concern and the correct procedures are followed with all information recorded appropriately. Disclosure Baring Service Checks are completed for all staff before working directly with children and rigorous recruitment and induction processes are in place. Staff work well together and their continued professional development is promoted through regular and appropriate training, enabling all areas of staff development to be addressed. Furthermore, yearly appraisals enable staff to look closely at their own role and seek further guidance if required.

Thorough self-evaluation procedures ensure that all staff, parents and children have their views incorporated. Regular discussions and yearly questionnaires seek the views of parents while regular communication with children determines their views of the setting. As a result, and through regular monitoring and evaluating management and staff are able to outline action plans for the nursery to work towards, in improving. Relationships with other providers of the Statutory Framework for the Early Years Foundation Stage are good. For example, effective links are in place with other settings and schools in which children move on to. Furthermore, staff work closely with other agencies, such as, physiotherapists, special educational needs coordinators and local authority development officers. As a result, children's identified needs are well cared for.

**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>	EY291389
<b>Local authority</b>	Luton
<b>Inspection number</b>	909618
<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>	134
<b>Number of children on roll</b>	108
<b>Name of provider</b>	Kidsunlimited Limited
<b>Date of previous inspection</b>	04/04/2011
<b>Telephone number</b>	0845 3652953

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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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