

Kidsunlimited Nurseries - Chelsea

Hepworth Court, Grosvenor Waterside, 10 Gatliff Road, London, London, SW1W 8QN

Inspection date	28/05/2013
Previous inspection date	30/06/2009

The quality and standards of the early years provision	This inspection:	
	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

- Staff plan and provide a varied range of interesting activities that help children make good progress in their learning and development.
- Staff form strong bonds and share affectionate and supportive interaction with children, building secure relationships and providing constant reassurance.
- Relationships with parents are good and information is shared well involving parents in most aspects of children play and learning successfully.
- The nursery environment is stimulating and interesting for children and good use is made of the local area and outdoor environment to provide learning opportunities for children.

It is not yet outstanding because

- The links with local schools are not fully established.
- The arrangements for managing free flow play between indoor and outdoors are not reviewed consistently according to different weather conditions.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector spent the inspection time observing staff and children in the nursery rooms and the garden.
- The inspector sampled children's information and development records.
- The inspector shared discussion with staff and a joint observation and discussion with the manager during the visit.
- The inspector had discussions with some parents to gain their views.
- The inspector discussed safeguarding with a member of staff and the manager and looked at the nursery's safeguarding policy.

Inspector

Jane Nelson

Full Report

Information about the setting

Kidsunlimited Nursery Chelsea registered in 2008. It is one of over 200 nurseries nationwide owned by Bright Horizons Family Solutions. The nursery operates from four base rooms in a purpose built building in Chelsea in the London borough of Westminster. All children share access to a secure enclosed outdoor play area. The nursery is open each weekday from 7.30am to 6pm throughout the year.

There are currently 73 children on roll. The nursery supports a number of children who have English as an additional language. The nursery receives education funding for three- and four-year-olds.

There is a staff team of 17 staff who work with the children, including the manager and deputy. The manager and deputy have childcare qualifications at level 6, nine members of staff have National Vocational Childcare Qualifications at level 3, three have childcare qualifications at level 2 and three members of staff are unqualified. Kidsunlimited is registered on the Early Years Register and the compulsory part of the Childcare Register.

What the setting needs to do to improve further

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

- improve links with local schools and provide practical experiences to fully support children in preparation for the move to school

- review arrangements for managing free flow play between the indoors and outside during different weather conditions; helping children increase their understanding of safety and their environment.

Inspection judgements

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

The nursery environment is welcoming, stimulating and child-orientated. The staff team plan and provide a good range of interesting activities and learning experiences that help children make good progress in their learning and development. Staff share affectionate, caring and supportive interaction with children, and build secure relationships, providing reassurance and helping children develop independence.

Babies are cared for in a calm and nurturing environment, where they gradually develop

confidence in exploring and investigating. The constant reassurance the staff team provide promotes and enables this exploration. For example, they encourage babies to stretch, reach, crawl and roll by organising the environment and resources well. Staff supervise babies closely as they excitedly explore containers of water and sand set out safely on the floor. Babies investigate these different textures, vocalising excitedly as they splash their hands in the water and crawl in the sand.

Toddlers and older children enjoy being outside in all weathers. They show developing confidence is using large physical skills as they operate wheeled toys such as scooters and bikes. Children generate movement with their feet, taking pride in their achievement as they steer to change direction and navigate space successfully. They enjoy being outside and experiencing different weather conditions, and are well protected by their full body waterproofs from the gentle rain. Children learn about the world around them as they explore the outdoors. For example they excitedly jump in and out of a muddy puddle, having great fun as the water splashes on their wellington boots. Children learn about the environment and the different creatures that live in the garden. For example, they discover a small slug on the flower bed and shout excitedly 'what's this?' Children concentrate as they observe and examine the small slug not sure whether to risk gingerly touching it with their finger. They involve others and a member of staff in their discovery, returning several times to watch the slug's progress and observe if it has moved. Some rooms in the nursery lead directly onto the garden and enable some children to have free access between the indoors and outdoors. However, systems are not consistently effective in monitoring how the free flow play between the indoors and outside is affected by different weather conditions, such as the floor being slippery on occasion. This results in missed opportunities to encourage children's understanding of their own safety and their environment.

Children of all ages show a developing interest and enjoyment of books. They listen avidly to stories and join in with familiar phrases. Children look at books independently and copy staff's use of puppets to illustrate characters in the story. Older children use their imagination playing in a pop up tent and using this as a space ship as they pretend to be astronauts. Staff involve themselves in children's play, using a small astronaut finger puppet to communicate with children through the window of the tent. Children giggle and laugh inside the tent using words such as 'astronaut' and 'planet' frequently in their play, relating to the theme of the planets they have been learning about.

Children are acquiring skills that will support them in the next stage in their learning through the nursery routine and the relationships they share with each other and staff. This builds their confidence and helps prepare children for times of change such as the move to another room in nursery or as they approach the time to start school.

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

Children are happy and enjoy their time at nursery. The majority of children separate well from their parents or carer. Staff comfort and reassure any children who find this difficult, providing a constant presence and cuddles when needed. Babies receive close and

constant attention from staff who follow individual home routines providing reassurance and continuity. Children behave well as they are engaged and interested in their play and through the positive relationships they share with staff. They are familiar with aspects of the daily routine such as snack and meal times and recognise when these are approaching. Children demonstrate they feel safe in the nursery and share good relationships with staff helping them feel secure. Children show a developing awareness of their own safety. For example using the stairs and utensils carefully and knowing they need their waterproofs to protect them from the rain. However on occasion there are missed opportunities to use issues that arise during the day to help children learn about their own and others safety.

Children show a developing awareness of healthy lifestyles. For example, they enjoy being outside, expending energy through regular outdoor play, and go on walks in the local area. Older children follow good hygiene procedures, such as, hand washing, using the sinks and toilets independently. Babies respond to nappy changing routines with smiles as they watch themselves in the mirror next to the changing area. Children enjoy a healthy diet of snacks and meals. They are developing independence through these daily routines as they serve themselves at meal times and experiment with applying spread to their toast. Children eat their lunch of vegetable curry and couscous hungrily after a busy morning.

Many aspects of the daily routine, help children acquire skills they will use when they move to school. For example, forming friendships and working together, increasing independence by serving themselves at meal times, and using skills such as listening, recognising their names, and using numbers in their play and conversations.

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

The staff team and manager have a clear understanding of their responsibilities regarding safeguarding and child protection. They understand the procedures to follow if concerns regarding children's welfare or a colleague's conduct arise. Clear corporate policies, procedures and a whistle blowing procedure provide information that staff understand and know where to locate. The manager understands her responsibilities in meeting legal requirements. For example, making notifications to Ofsted, maintaining the required records, adhering to the numbers of children the nursery can care for and maintaining staff ratios at all times. Effective corporate recruitment systems are implemented to ensure staff are vetted, qualified, experienced and suitable to work with children.

The manager and deputy are supported by clear and effective corporate management structures. They make effective use of self-evaluation to reflect on what is working well and plan for future improvement. For example, parents suggestions that children have the opportunity to learn another language have been responded to. The nursery now provides weekly Mandarin lessons for the older children. Other areas are identified for future development but not yet fully implemented. For example, increasing parents' involvement in planning and reviewing how children in playrooms on the first floor can have freely

chosen access to outdoor play. A qualified teacher has recently been appointed and is due to start at the nursery in the near future. The management team hope she will be a valuable addition to the staff team.

The staff team work well together and enjoy their work creating a happy and welcoming atmosphere. The manager implements effective corporate systems to supervise, monitor and support staff in their professional development. For example through regular individual meetings with staff, regular appraisals, sharing good practice and access to ongoing regular training. All staff share strong attachments with children and have secure knowledge of their allocated children. Staff effectively observe, record, monitor and assesses children's development. They accurately identify where children are in their development and support them in making progress, by planning activities and play experiences relating to individual children's interests and needs. Good use is made of the local environment as a learning experience for children. For example, regular walks and outings are made where children develop and increase their knowledge about the area where they live and attend nursery.

The nursery team build good relationships with parents, sharing information well, encouraging good communication and involving parents in their children's learning. Systems are in place to involve parents in sharing observations from home and contributing to some aspects of activity planning. Parents praise the nursery and staff highly, commenting on how well information is shared with them and that their children are very happy. The nursery supports many children who are learning English as an additional language and the staff team reflects this as many staff are bilingual. Details of individual languages spoken by member of staff are displayed to assist parents that have any communication queries. Although links are made with local schools, these are not yet fully established and developed to provide consistency and familiarity as children approach the move to big school.

The nursery environment is of a high quality and is well maintained with auxiliary staff such as a housekeeper employed to monitor and maintain hygiene throughout the day. Staff supervise children closely and use risk assessments appropriately to monitor safety. When issues are identified appropriate action is taken to address and minimise potential risks. The nursery is equipped with a good range of quality furniture, resources and play equipment that support children's learning and development well and enable them to play, sleep and eat comfortably and safely.

The Childcare Register

The requirements for the compulsory 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	EY383173
Local authority	Westminster
Inspection number	917758
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	49
Number of children on roll	49
Name of provider	Kidsunlimited Limited
Date of previous inspection	30/06/2009
Telephone number	08453 652 171

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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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