

# Kidsunlimited Nurseries - St. Mary's

St. Mary's Courtyard, St. Marys Street, Hulme, Manchester, Lancashire, M15 5WB

<b>Inspection date</b>	03/05/2013
Previous inspection date	25/01/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>3</b>
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision is satisfactory

- The staff provide a fair range of activities that promote children's learning, and good quality resources support children's play and exploratory skills.
- Children form strong relationships due to the supportive key person arrangements. As a result, they are happy and generally well behaved.
- Regular monitoring of staff performance and appropriate response to under performance results in opportunities to enhance existing skills to support children's care and learning more effectively. For example, additional behaviour management training.

### It is not yet good because

- Some elements of the daily routines do not always allow children to concentrate and follow their own interests in a calm and orderly way. For example, meal times in the pre-school dining room are noisy and children are unable to fully engage in their own conversations.
- Some activities are not always appropriate for children's age and stage of development. Therefore children can lose interest and become bored, distracting others.
- Hygiene routines and practices do not always promote children's good health.

## 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 spent time observing children's play and staff practice in the five group rooms of the nursery.
- The inspector completed a tour of the premises to check it was safe and clean for children.
- The inspector carried out a joint observation of children with the manager.
- The inspector talked with staff about the setting's procedures and children's learning and development.
- The inspector checked evidence of suitability and qualifications of the practitioners working with the children and the provider's self-evaluation form.

## Inspector

Linda Shore

## Full Report

### Information about the setting

Kidsunlimited Nurseries - St Mary's was registered in 2000 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in premises converted from a church school, which is a listed building in the Hulme area of Manchester. It is one of several settings owned by the Kidsunlimited chain of nurseries. The nursery serves the local and surrounding areas and is accessible to all children.

The nursery operates from five main rooms and there are fully enclosed areas available for outside play. The nursery employs 30 members of childcare staff. Of these, 23 hold appropriate early years qualifications at level 2 and above, including one with a level 4 qualification. The nursery opens Monday to Friday all year round. Sessions are from 7.30am to 6pm and children attend for a variety of sessions. There are currently 108 children on roll who are in the early years age group. The nursery provides funded early education for three- and four-year-olds and supports children who speak English as an additional language and those with special educational needs and/or disabilities.

### What the setting needs to do to improve further

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- promote the good health of children attending the setting and help prevent the spread of infection, for example, by ensuring all children adhere to good hygiene practices when they have snack or brush their teeth
- plan challenging activities that are appropriate for the age and stage of development of each child, for example, by using smaller groups to ensure all children are able to engage without becoming bored or distracted.

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

- help children concentrate and follow their own interests by limiting noise, especially during meal times and making spaces visually calm and orderly.

## Inspection judgements

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

The staff have a sound understanding of promoting children's development and they plan a broad variety of activities to support their learning. Staff regularly provide story time for children and this promotes their language skills purposefully. For example, in the baby room, staff sit for very short periods and encourage children to look at pictures while the story is read quietly. For toddlers, books with repetitive phrases are included and as a result, both age groups are supported to develop listening skills that are appropriate for their stage of development. Staff speak a variety of languages and regularly teach older children in French, Urdu, Norwegian and Spanish. This greatly supports their communication skills and their understanding of the world. Pre-school staff read with clear-cut expression and ask many open-ended questions. Children respond correctly and demonstrate a clear understanding by predicting what might happen next. Therefore, the critical thinking of children preparing to go to school is reasonably promoted. However, this standard is not consistent as some planned activities in the pre-school room are not appropriate to meet children's needs. Consequently, children in pre-school do not always benefit from age-appropriate activities to ensure their interest is sparked. For example, a circle time activity with too large a group of children means they became bored and distracted waiting their turn. This means children are not always fully engaged and learning opportunities are missed.

Information is obtained from parents when children start in the nursery, and this contributes to an initial assessment of their developmental stage. Staff carry out regular observations to note what children know and can do, and they use the information gained from these observations to plan appropriately for further learning. The assessment of children's development is accurate and includes the progress check at age two years, as required. They follow the guidance of external agencies to deliver activities with specific targets to assist children's progress, in particular, those with special educational needs and/or disabilities. As a result, planning includes activities to meet all children's individual needs.

A wide selection of good quality resources is available indoors and outside to support children's play experiences. For instance, babies access stimulating toys that promote their sensory development and toddlers are developing their skills in mathematics and solving problems as they keep trying to build higher towers, counting blocks and balancing them. Planned activities include daily outdoor play that helps children to develop their large muscle skills. For instance, toddlers ride around on wheeled toys, resulting in their growing spatial awareness as they avoid others. They learn about textures through sand play and understand how living things grow as they plant in the garden.

The staff provide a welcoming environment in which displays of children's work are highlighted. These clearly reflect children's creativity and their skills in gluing and design. The wide range of resources and the variety of play experiences provide a stimulating environment in which children make steady progress towards the early learning goals. This prepares them appropriately for the next stage in their learning.

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

A gradual settling-in period allows children to feel at ease in the nursery, and this supports them in forming strong relationships with key persons. Staff cuddle babies and children if they are unsettled, providing a sense of comfort that contributes positively to their happiness. Staff regularly praise children for achievements and efforts, such as completing tasks. Children are generally well behaved in the toddler rooms as staff give clear guidance during activities and routines. Owing to the competent use of age-appropriate methods of managing behaviour, children are well behaved as they learn what is acceptable.

Children in pre-school demonstrate clear understanding of how to keep themselves safe as they discuss their 'golden rules', explaining that running is not allowed indoors because 'you might hurt yourself'. They also learn when it is appropriate to take risks under supervision. Children take responsibility for aspects of self-care, such as putting on coats with little or no assistance before going outside to play. Regular physical activities, such as outdoor play, riding and climbing, help children to develop an understanding of the effects of exercise on their bodies. Staff also promote awareness very well of the need for rest and relaxation. For example, children lay down to rest early in the afternoon, to the sound of tranquil music and the soothing voice of a staff member. They are encouraged to imagine themselves lying on warm sand and listening to the sound of the waves. This helps them clear their mind and relax their body to maximise their potential for learning.

Children confidently interact with staff and their peers, demonstrating their sense of security in the nursery. The nursery provides highly nutritious and well-balanced, freshly cooked meals daily, resulting in children's awareness of healthy choices as they eat fresh fruit and access drinks. Their independence is suitably promoted as all children, except babies, are provided with child-size cutlery and learn to use knives to cut their food. Staff in some of the rooms sit with children while they eat in a well-practised social routine. However, the environment in the pre-school dining room is very noisy, as staff speak very loudly across the whole room, commentating on proceedings or reminding children to use their manners. These messages often go unheard due to the noisy environment and children struggle to concentrate and follow their own interests, such as chatting to their friends.

Babies and toddlers sleep according to their established pattern and as agreed with parents, and this supports their individual needs generally well. The nursery is maintained in a clean condition throughout and the practice of washing all bedding daily ensures young children are appropriately protected against infection. However infection control in other areas is not so rigorous. While the procedure for children to put their own toothpaste on their brush promotes their independence well, there is a possibility of cross-infection. Also children have access to snacks throughout the day in the pre-school room. Staff cut pieces of fruit and remind children to sit down while they eat. However, in practice this is not always followed through and sometimes children walk around the room and play and pick up their snack again. This again creates a possible risk of infection.

Security is good due to keypad controlled access to the premises and the established practice of a member of staff always in place at the reception desk. This ensures that only parents and authorised visitors are able to access the building. Before children move into new rooms, parents are informed and have opportunities to meet their children's key

person, and a settling-in period makes the transition within the nursery a smooth experience for children.

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

The inspection took place after a concern was raised with Ofsted regarding staffing ratios at certain times of the day, and hygiene practices at the nursery. On the day of the inspection it was evident that the manager understands the safeguarding and welfare requirements and the need to monitor that these are being met. For example, staff ratios and room rotas indicate that regulations are adhered to regarding staff numbers and child supervision. Staff understand the safeguarding policies and are clear about the procedures to be followed if they have concerns about children in their care. Policies are updated regularly and shared with parents, who are informed about the responsibility of the nursery to protect children at all times. Risk assessments are carried out and a recently introduced review process highlights any persistent areas of concern. However, the hygiene practices observed in the pre-school rooms do not fully promote children's good health.

The manager has a clear understanding of the learning and development requirements and monitors the planning and assessment regularly to ensure children's needs are competently met. Most staff have a good understanding of the prime areas of learning to support children's development, including less-experienced members of staff. This helps children develop a strong foundation for future learning as they move on to school. On the whole, staff evaluate activities fairly well to identify where changes can be made to improve the learning experiences for all children. They successfully adapt adult-led activities to maintain children's interest and stimulate learning, such as adding herbs to the play dough when children showed little interest in exploring the smell of fresh herbs.

The nursery is part of a large chain and has support through regional management. An established programme of professional development is maintained through regular supervision and appraisals. At these meetings, the management team identify jointly with the staff where they need support to enhance their knowledge and skills to work more effectively with children. Recruitment is a rigorous procedure and induction of new staff is flexible and lasts for a reasonable time according to their performance. This ensures they can effectively meet the needs of individual and groups of children.

The ongoing self-evaluation of the nursery is achieved through a variety of contributions. Parents comment that they have opportunities to make suggestions for improvement. They also praise the management's positive response to suggestions. Children's opinions are taken into account to improve areas of provision, such as meals. The chef takes part in an area consultation to introduce and evaluate new menus. This information is used to make changes in the menus to support children's preferences. A written self-evaluation form is in place and demonstrates that staff can accurately assess strengths and some weaknesses. The provision has an action plan to address identified areas for development, such as improving consistency of standards across all rooms in the nursery.

The nursery obtains updated information from all schools the children are due to move on to and passes on useful information for class teachers. They receive input and guidance from specialist agencies to ensure all children's needs are met, particularly those with special educational needs and/or disabilities. There is a positive partnership with parents, who receive a prospectus of the nursery before children start. They receive regular newsletters that inform them about events and changes in the nursery. Parents comment positively on the welcoming environment where children enjoy attending. Staff discuss and share information relating to care routines and learning generally well; this means parents are well placed to support children's ongoing development at home.

### **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>	500194
<b>Local authority</b>	Manchester
<b>Inspection number</b>	917355
<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>	84
<b>Number of children on roll</b>	108
<b>Name of provider</b>	Kidsunlimited Limited
<b>Date of previous inspection</b>	25/01/2012
<b>Telephone number</b>	0161 226 9572

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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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