

Kidsunlimited Nurseries (Crewe)

Crewe Business Park, Coppicemere Drive, Electra Way, Crewe, Cheshire, CW1 6GZ

Inspection date	08/05/2013
Previous inspection date	07/05/2010

The quality and standards of the early years provision	This inspection:	2
	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

- All children are valued, content and comfortable within this inclusive environment. Fostering the children's personal, social and emotional development is given a clear emphasis in all their work with the children.
- A particular strength of the setting is the pre-school room where teaching and learning is consistently good and on occasions inspirational and therefore children are well prepared for school.
- A well motivated staff team provide stimulating resources and rich and varied experiences that help children make good progress across all areas of learning.
- The strong leadership team communicates high expectations to the staff team and rigorous monitoring is successful in securing the children's safety and well-being and sustaining improvements.

It is not yet outstanding because

- There is scope to further develop the deployment of staff during the free-flow of indoor and outdoor play, for children under three years, to encourage children to more fully explore the exciting resources available, to further enhance opportunities and learning.
- Resources such as tunnels, slopes, low-level steps are not made freely available, indoors, for children under 15 months, to use at their own leisure to further enhance their physical development.

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.

Inspection activities

- The inspector observed activities in the playrooms and the outdoor play areas.
The inspector held a meeting with the acting manager, acting deputy manager,
- regional early years manager for the company and conducted a joint observation with the acting deputy manager.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of practitioners working within the setting, the provider's self-evaluation form and a range of other documentation.
- The inspector also took account of the feedback from parents and carers spoken to on the day and feedback questionnaires.

Inspector

Parm Sansoyer

Full Report

Information about the setting

Kidsunlimited Nurseries - Crewe was registered in 2003. The setting is part of Bright Horizons Family Solutions, a privately owned chain. It operates from a purpose-built building situated in one of Crewe's business parks on the south east side of the town. Children are cared for within five rooms located on two floors and there are secure areas available for outdoor play.

The setting is registered by Ofsted on the on the Early Years Register and is open five days a week from 7.30am to 6pm all year round. Children attend from the local and surrounding areas. There are currently 104 children on roll in the early years age range. The setting is in receipt of funding for the provision of early years education for children aged three- and four-years-old. The setting supports children with special educational needs and/or disabilities and those who speak English as an additional language.

The setting employs 21 members of staff. Of these, one holds a qualification at level 6 in early years, 17 hold a qualification at level 3 in early years, one holds a qualification at level 2 in early years and is working towards a qualification at level 3 and two are unqualified, of whom one is working towards a qualification at level 2. The setting 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:

- strengthen the deployment of staff during the free-flow of indoor and outdoor play, for children under three years, to encourage children to more fully explore the exciting resources available, to further enhance opportunities for learning
- enhance children's developing physical skills, especially for children under 15 months, for example, by making resources such as tunnels, slopes and low-level steps, freely available indoors.

Inspection judgements

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

Secure ongoing assessments of the children's progress are used well by staff to understand their needs, and plan an interesting range of activities to support and extend their learning. Parents and carers contribute to the children's initial assessment of

children's starting points on entry and ongoing assessments and are kept well informed about their children's progress. Consequently, children make good progress and are well prepared for their next stage of learning, including school. Good collaborative working with parents and carers and other professionals involved means good support is offered, in particular, for those with special educational needs and/or disabilities and those who speak English as an additional language. Therefore, these children make good progress from their starting points and are fully integrated.

Children's personal, social and emotional development is fostered very well. All children are happy and confident and settle easily into activities and show interest and enjoyment in what is provided. Children in pre-school display high levels of curiosity, energy and fascination during their play and interactions with the staff. Staff encourage these children to share their interests and ideas which are used well and this results in children who are continuously engaged and motivated.

Children's communication and language is supported well through purposeful play and interactions. For example, staff in pre-school provide a wealth of activities with a clear learning intention in all areas of learning. Consequently, discussions and interactions are purposeful as they introduce new ideas, concepts, vocabulary and ask open and challenging questions, to make them think. Younger children have good opportunities for discussion such as during circle time, story sessions and discussions during play. Staff value what the children say and show a genuine interest and therefore children are keen to explain their ideas. Staff caring for babies give good attention to babies and use their voice and touch to communicate with them. They use songs and musical instruments to capture their interests and increase their language.

Staff provide good opportunities to promote the children's physical development outdoors. For example, all rooms, for children under three years, have a separate outdoor area and pre-school have regular opportunities throughout the day to access their own area. Indoors, younger babies have a safe environment to move, roll, sit and stretch. For example, soft areas have been created which capture their interest and encourage them to move. However, items such as tunnels, pop-up tents and low-level steps are not made freely available, indoors, often enough to further enhance opportunities for crawling. They have good opportunities to explore and find out how things work as they use a varied range of programmable toys and resources with knobs, flaps, keys and shutters. All children have a varied range of opportunities to handle and manipulate tools as they use items such as crayons, chalk and paint brushes both indoors and outdoors.

Staff provide a good range of resources for older and more able children to build secure foundations for early literacy. For example, children thoroughly enjoy playing sound games and considering the initial sound of words which helps foster a fondness for rhyming. Many children know print carries meaning as they make sense of simple and familiar words and recognise their own and others names during registration. Writing areas are popular with the children and staff successfully incorporate opportunities for children to make marks as they play. For example, children busily write in the pretend hospital as they play their imaginary games. Staff use books, stories and photos extremely well to reinforce learning and topics. For example, the theme of lifecycles and nature is supported well by a wealth of photos and books, which inspire the children's interests.

As more able children over two years grow in their confidence in the three prime areas staff incorporate good opportunities for children to consider early mathematical concepts. The construction areas are inviting and provide stimulating resources which are accessible and open ended so they can be used, moved and combined in a variety of ways. For example, they include dinosaurs, play people, construction toys, photos, pretend grass and natural resources to capture their interests and encourage them to build and problem solve. Pre-school children confidently recognise numerals in their play and daily routine. For example, when they calculate children present, number of plates and cutlery they also use the number board to identify the number. Children's mathematical learning is fostered well and children show a keen interest in shape, pattern, size and numbers during their play.

Supporting the children's understanding of the world is a key strength in the pre-school room. The excellent use of natural items indoors inspires the children's interest in the natural world. For example, plant roots added to the water play and conkers to the sand captures the children's interest. The discovery area which has a theme of the jungle has a wealth of photos, animal prints, books, pretend animals, natural objects and items such as magnets and magnifying glasses, which are very well used by the children. Children are provided with meaningful first hand experiences. For example, children care for the fruits, vegetable and herbs and closely examine the caterpillars as they follow their life cycle. They show concern as they care for the pet snail, fish and guinea pig.

All children use an extended range of arts and crafts materials as they freely use the paints at the easels and at the table and make collage using a variety of interesting materials. Staff provide daily opportunities for children to freely use resources such as sand mixed with glitter, water, pasta, compost and cereals. Consequently, children learn to use their senses to explore and investigate as they play.

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

Parents, carers and their children are warmly welcomed into a bright environment with a wealth of vibrant displays and photos to capture what the children do. The assigned key person system is well-embedded and staff know each of the children's backgrounds and are sensitive and responsive to their care needs. Babies form close attachments with their assigned key person and familiar staff and show a real sense belonging and enjoy being physically close to them.

Children are well behaved and all staff clearly understand the behaviour management policy and how to implement it. They use positive strategies to reinforce acceptable behaviour and are consistent in their approach. For example, staff use symbols of happy and sad faces to reinforce appropriate behaviour. Staff place a clear emphasis on children learning how to stay safe. For example, by changing the role play area into a hospital and fire station children learn about their own and others safety.

Resources are of a high quality, safe and suitable and very well maintained by the staff team to offer rich learning opportunities for children. However, on occasions during the

free-flow of indoor and outdoor play, for children under three years, staff do not fully enough encourage all children to fully explore the exciting range of resources available, to further enhance opportunities and learning.

Meals and snacks are freshly prepared on the premises and are varied, healthy and nutritious. The outdoor areas provide good opportunities for children to be in the fresh air and become active and independent learners. Staff and children adopt effective hygiene practices to prevent the spread of infection and first aid, medication and accident requirements are met to secure the children's health and well-being.

There are effective transition systems in place to support children from one room to the next, when they are ready. All parents and carers are made aware of their child's assigned key person and boards in each room display their photo and name. There are strong links with the local schools that the children transfer to and children supported very well. For example, the 'Transition board' includes photos of the local schools and their latest Ofsted report for parents and carers. In addition staff have collated photos of the schools, classrooms and teachers and uniforms for each of the schools to help prepare children for transition. This effective collaborative working, along with visits from the teachers, ensures children's care and educational needs are supported well at transition.

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

The leadership and management team consists of the current manager who is covering in the absence of the manager, who is on maternity leave, and the acting deputy, both of whom work extremely well together to ensure the smooth running of the setting. They are supported well by the regional early years manager for the company who provides effective monitoring and challenge to the setting.

Good progress has been secured since the last inspection and the continuous improvement plan is accurate, realistic and challenging. For example, all children's records include all the required details and the attendance register is accurately maintained. In addition the rigorous monitoring of the educational programmes and the observation and assessment arrangements results in good outcomes in children's achievement. There are robust systems in place to ensure any under-performance in relation to securing the children's safety, well-being and achievement is tackled and managed well. Furthermore, the clear emphasis on providing ongoing appraisals, staff meetings, coaching and training results in good continuous improvement.

Robust recruitment, vetting and induction procedure ensures all staff are suitable and clear about their roles and responsibilities. For example, all staff receive a comprehensive induction and their ongoing performance monitored. Staff have a secure understanding of child protection issues and the procedure to follow in the event of safeguarding concerns. For example, all staff are aware of the 'Whistle blowing policy' and their responsibility in ensuring any concerns are reported immediately to ensure children are fully safeguarded at all times.

A detailed prospectus, website, well-used notice boards, including a wealth of photos, and written information ensure parents and carers are well informed about the setting and its educational curriculum. Feedback from parental and carers satisfaction surveys are positive and any suggestions made used well to shape the service offered. Parents and carers spoken to on the day of the inspection are positive about the quality of care provided and the information they receive. Regular social events and the system of parents and carers nominating staff for the three monthly 'Gem Award', helps strengthen the link between home and the setting. There are secure arrangements in place for the sharing of information with other settings, schools and other professionals to identify children's needs and help them make progress.

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	EY268939
Local authority	Cheshire East
Inspection number	912689
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	132
Number of children on roll	104
Name of provider	Kidsunlimited Limited
Date of previous inspection	07/05/2010
Telephone number	0845 3652933

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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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