

# Kidsunlimited Nurseries - Lynda Ellis

HSBC Bank PLC, Woodville Lodge, 17 Broomhall Road, Sheffield, South Yorkshire, S10 2DR

<b>Inspection date</b>	24/06/2013
Previous inspection date	30/12/2009

<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

- The indoor and outdoor child-focussed environment provides interesting and stimulating activities that engage children and builds on their interests.
- Planning is based around children's interests and effectively promotes their learning and development.
- Care and learning is consistent for all children because the nursery engages very well with parents and carers. Staff value highly the important role they play in their child's ongoing care, learning and development.
- There is a strong commitment to improve the nursery provision through setting ambitious targets and action plans.
- Staff form an experienced and committed team. They have a good understanding of how young children learn and develop and show great satisfaction in seeing them progress and grow in confidence.

### It is not yet outstanding because

- The development of children's thinking skills is not consistently maximised because staff do not always ask open ended questions.
- There are limited opportunities for children to see written words in other languages.

## 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 observed activities in the four main playrooms and the outside play area, and completed a joint observation with the nursery's early years professional.
- The inspector took account of the views of parents as discussed with them during the inspection.
- The inspector sampled a selection of documentation including the nursery's self-evaluation document, children's 'learning journeys', planning documentation, and written policies.
- The inspector spoke with the manager, staff and children at appropriate times throughout the inspection.

## Inspector

Christine Walker

## Full Report

### Information about the setting

The Lynda Ellis Nursery registered in 1989 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a listed building in the Broomhall area of Sheffield, close to the city centre. The nursery is managed by Kidsunlimited, an organisation which manages 64 nurseries throughout the United Kingdom. Kidsunlimited (Lynda Ellis Nursery) was taken over by Bright Horizon Family Solutions in April 2013 and will continued to be run under the Kidsunlimited - Lynda Ellis name.

The nursery provides childcare for employees of the HSBC bank and the wider community and is accessible to all children. There are four playrooms and the nursery children are grouped according to age. Children aged from three months to three years are cared for on the ground floor. The pre-school children are cared for on the first floor. There are three enclosed areas for outdoor play.

The nursery employs 20 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 3, including one with Early Years Professional Status. A further three members of staff hold an appropriate level 2 qualification with a further three being unqualified. The nursery opens weekdays from 8am to 6pm throughout the year with the exception of bank holidays. Children attend for a variety of sessions and include a mixture of full and part-time. Currently there are 86 children on roll in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. It has obtained a five star award from Sheffield City Council, which is the highest award achievable for standards of food hygiene.

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

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

- enhance opportunities for children to develop their thinking skills by extending the use of use of open ended questions by all practitioners
  
- extend children's awareness of letters and print in the environment, for example, by including more words in languages from other cultures.

## Inspection judgements

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

Children are happy, confident and enjoy their time in this welcoming and friendly nursery. Staff are skilful practitioners who have a good knowledge of the seven areas of learning and how young children learn. Transition between rooms, as children progress, is smooth and greatly eased by the knowledge staff gather about individual children. Consequently, all children make very good progress towards the early learning goals. They enjoy attending the nursery because the staff provide a calm and stimulating learning environment which values the input of parents. Staff set out resources in interesting ways that promote children's curiosity and their desire to explore and investigate. For example, the pre-school room has developed the music area as a jungle and children have access to musical instruments from around the world. This well used interesting space provides a wealth of learning as children play on the drums or demonstrate how to play the maracas.

Children's starting points are identified through information provided from parents on settling in sessions which is clearly identified on the initial entry assessment form, and through staff closely observing them when they first start. This is consolidated by observations undertaken during the first six weeks by the key person to ensure accurate starting points. This enables them to clearly identify each child's level of ability, on which they continue to build. Ongoing observations are effectively used to monitor the progress children make. A summative assessment every twelve weeks ensures children continue to make very good progress. Staff use information they gain from the observations and assessments to identify individual next steps for each child to work towards. Children's interests are also considered extremely well when planning activities. For example, parents inform staff of children's activities at home and these interests are incorporated into the planning for that child. Following a trip to an aquarium the staff enhanced the child's learning about life under the sea, taking a group of children to purchase a gold fish for the nursery. This helps ensure that all children are challenged and motivated to learn in ways that are memorable to them. The progress check at age two includes parents and informs them about their child's development in the three prime areas of learning. It is used well to identify any gaps in learning at an early stage so that swift action can be taken.

Staff balance child-initiated and adult-led activities well to support children's ongoing progress and development. Activities are equally well planned for in the outdoor environment as those that are planned for in the indoor environment. All children, including babies have free flow access to the outdoors for the majority of the day. The three outdoor play areas promote all areas of learning well. Children climb, balance and develop their large muscles. Other children enjoy writing and drawing with large chinks or using the climbing apparatus to climb the variety of steps to the slide. Younger children successfully climb onto the balance beam and carefully crawl along it, watched attentively by a member of staff who offers praise and encouragement. Older children walk along and jump off the end. Toddlers play in the mud garden, they concentrate intently as they fill plant pots and plant daisies, leaves and blades of grass. Children's work is displayed throughout the nursery making them feel valued and acknowledged. In the pre-school room some of the display labelling is the children's own work. This shows the children that

their written work is valued and that they are writing for a purpose. Children take risks as they engage in different experiences. For example, in the toddler room a child paints their hand and explores the paint as they paint a stone watching the paint dribble onto the paper. The staff are confident to allow children to explore the media of paint in their own way.

Children's communication and language is well promoted. They readily join in conversations and enjoy singing rhymes and sharing news. Children access a variety of books to help them develop their language skills and all children enjoy story and singing sessions with puppets, props and song cards. Staff extend children's thinking skills by asking open ended questions but this not consistent across all rooms. Children use their mathematical knowledge well during daily play activities, such as painting, when they talk about colours, shapes and sizes. Children can count well by the time they reach the pre-school room and do so independently in their play. For example, when they cut labels from the large role they count them and then independently write their own name, giving one to the inspector to wear, watching carefully as she writes her name identifying the letters by sound. They enjoy all forms of creative work, such as, painting, model making and playing with play dough. This is a print-rich environment and children have good exposure to many forms of letters, numerals and words. However there is scope to increase the range of words in other languages to further reflect the languages spoken by children at home. Children who learn English as an additional language and children who have special educational needs and/or disabilities are further supported by photographs, visual timetables and flash cards. As a result, all children are supported to communicate and make their needs known. All children develop their understanding of technology well. This starts in the baby room with, for example, push-button toys which make musical sounds. As children grow, they use the computer well and develop their competency with mouse control, clicking and dragging. Children use many different computer programmes which cover the full range of learning.

Parents are fully involved in their children's learning through sharing information about their progress and achievements during parents' evenings and share ideas for the future development of the nursery through the Parent Nursery Association. They speak to staff when they collect their children, so that they are well informed about their activities and any concerns are shared. They have access to their child's learning journey and can add comments and observations of their child's experiences at home. Older children are extremely proud of their learning journeys and eagerly share them with the inspector, confidently talking about the pictures and photographs and turning the pages to find the book they have made. The nursery has some families from a variety of other countries and staff learn key words in other languages to help children settle. Support is available for children with special educational needs and/or disabilities. All children are gaining the skills and confidence which they need to be ready for the next steps in learning as they start school.

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

Children are forming warm and secure attachments with staff and each other. They are happy and engaged in their play. Children settle on arrival to the nursery because the staff are warm and welcoming. The key person system works effectively to ensure all children's care and learning needs are fully identified and met. For example, key persons regularly update information from parents and feed this into their individual care plan. As a result, children settle quickly because of the pertinent care given by the key person and other members of staff in their room. Parents are kept up-to-date with their child's progress and care needs through daily discussions and a daily written information sheet. Furthermore, practitioners ensure that parents are also kept up-to-date with any changes or transitional times in their child's day, such as moving between rooms or moving on to school. Parents are regularly informed about their child's progress by, for example, regular parent evenings. Staff work closely with parents and teachers in preparing children to be ready for their move on to school. For example, children visit their new school or teachers visit the nursery to share information to help the children become familiar with their new surroundings and help them settle and be ready for their move on to school. They also enjoy visits into the local community such a visit to the local supermarket, a visit from the police and trip to enjoy a forest school adventure day. Parents are also involved in the nursery, for example a parent arranged for older children to gain first-hand experience of a hospital environment, dressing up as doctors, bathing babies and resuscitation in a nearby training facility. These activities greatly enhance the children's learning and development. The children's library is available to all and is well used by children.

The behaviour of children is good. Children are praised for the smallest of achievements promoting their self-esteem. For example, staff smile and offer warm, soft tones in their voice with babies. Older children are praised when they share toys and take turns in activities by staff saying 'well done'. Children are confident and make independent choices in their play. This is because staff place toys and resources on the floor, in baskets and in and on low-level shelving. Colourful displays of children's artwork, posters and photographs create a welcoming environment, which helps all children have a sense of belonging. There are low level photographs in the entrance hall and a colourful display going up the staircase which contains contributions from children, parents and staff. Outdoor play areas are used well which is incorporated into children's daily activities. This helps children enhance their large muscle skills and enjoy time outside in the fresh air while exercising. This has been considerably upgraded since the last inspection with the addition of an adventure playground. Children learn about risk taking and pre-school children have made their own risk assessment to allow them to go downstairs and to access the play area by themselves. They move their name on the registration board to show that are outside and tell a member of staff that they want to go outside. The staff then phone downstairs and watch as they go downstairs to be met by another member of staff to go outside. This promotes their independence and freedom of choice. Staff move with children between all areas to ensure adequate supervision and to ensure that child staff ratios are maintained.

Staff are good role models, overseeing toileting activities and ensuring children wash their hands. They implement effective nappy changing procedures which prevents the spread of infection. Staff enhance children's awareness about keeping healthy. They talk to the children about the importance of washing hands to wash away the germs so they do not become poorly. Children's individual dietary requirements are adhered to carefully. The

cook consults with senior managers and staff by ensuring that alternative meals are provided with sensitivity. The red plate system and the use of labels ensure children's dietary requirements are strictly adhered to. This means that individual children do not feel excluded in the meals they are provided with as discussed and agreed with parents. Overall, staff promote the good health of children and prevent the spread of infection. From a young age children are learning about keeping safe. All children regularly participate in emergency evacuation drills. This helps them understand what to do should they need to leave the nursery quickly. Babies are strapped in highchairs when they eat food and older children learn to sit properly on chairs while playing at the tables or having their meals. Staff explain to children why it is important to help tidy away toys so that they do not fall over them and hurt themselves. This also helps children learn to take care of toys in the nursery. Babies are closely monitored while they are sleeping to ensure they remain safe.

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

The manager and staff team have a very good understanding of their responsibilities to safeguard children and promote their welfare. This is because they all have regular training in safeguarding and know when and how to seek advice and guidance. As a result, the staff's knowledge is current and ensures children are effectively protected from harm. Accidents are effectively recorded and parents know that they have to report accidents that occur at home. This all helps to ensure children's safety. The management team follows a robust recruitment procedure to appoint people who are suitable to work with children. These include references, qualifications, induction supervisions and appraisal procedures, as well as Disclosure and Barring Service checks. In addition, a thorough induction procedure ensures that all adults have a secure knowledge of their roles and company policies and procedures. As a result, children are cared for effectively. Good security systems are in place to ensure that no unauthorised person enters the nursery. For instance, the door is always monitored and entrance is gained by intercom and staff utilise proximity cards to gain entry. Visitors are signed in and out and identity is checked. All of which contribute to children's safety. Risk assessments are carried out on a regular basis and staff are well deployed to help keep children safe. Daily checks of the nursery and outside play areas enhance children's safety.

The management team effectively monitor and assess the planning and delivery of the educational programmes. Weekly evaluation sheets and room monitoring forms all support the management team in providing a comprehensive educational programme. They enlist the support of the company's early year's advisor and use quality audits to support and adapt practice. For example, following a recent audit, words and pictures to support children's learning and development are displayed in the outdoors. The management team has high expectations for the setting, which is evident in their evaluation and action plans. The nursery's self-evaluation form is comprehensive and clearly outlines areas for development. It includes opinions from parents, staff and children. For example, parents were consulted and involved in the recent room changes for the toddlers. The two rooms were swapped over during a weekend to provide better experiences for the younger and

older toddlers and to accommodate increased demand in this age range. A new external door from the baby room allows direct access to the outdoor play area. Performance management systems are effective, with staff and the management team identifying and attending suitable training. Professional development is supported well through regular supervisions and appraisals. Staff also cascade information from training and events to extend team knowledge and skills. In addition, staff access local training, in house training and e-learning which allows them to continually develop their skills and keep up to date with current developments in early years.

The parent notice board displays a wealth of information regarding the nursery, information sheets relating to 'Dump the Dummy', top talking tips, reducing cot deaths and car safety. Parents speak highly of the setting and staff, explaining they felt well informed and their children are happy and supported. They speak about the cleanliness of the nursery, the fact staff 'go the extra mile' and that staff take onboard their comments and the safety aspects the nursery provides. Staff share information effectively with other professionals providing care for the children, and valuable transition documents are given to parents and other providers. This shows that staff understand how important it is to communicate with others so that children receive complementary and consistent experiences in this setting and when they move on to school.

### **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>	300748
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	922516
<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>	56
<b>Number of children on roll</b>	86
<b>Name of provider</b>	Kidsunlimited Limited
<b>Date of previous inspection</b>	30/12/2009
<b>Telephone number</b>	0114 2671182

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

