

Kidsunlimited Nurseries - Regents Place

1 Triton Mall, Regents Place, Longford Street, London, NW1 3FN

Inspection date	22/07/2013
Previous inspection date	15/03/2010

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		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 programme for children's personal, social and emotional development is strong because the established key person system helps children to form secure attachments.
- Staff have secure recording systems in place for observing and assessing children's development.
- The staff establish good relationships with parents, keeping them well informed about their child's progress.
- Children in pre-school enjoy looking at books to promote their developing literacy skills.

It is not yet good because

- There is no secure system in place to manage staff performance.
- Children's communication and language development is not promoted with full effect by staff.
- The outdoor environment does not promote all areas of learning to help children who learn best outside.
- Staff do not consistently help children to learn about their own safety outdoors.

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 and trainee inspector spent the majority of inspection time observing the children in the nursery and outside play area as they played.
- The inspector sampled children's information and development records.
The inspector had discussions with the manager and the company's senior representative throughout the visit. Safeguarding was discussed and a sample of the policies viewed.
- The inspector discussed the nursery with a sample of parents.
- The inspector and manager completed a joint observation together.

Inspector

Jennifer Devine

Full Report

Information about the setting

Regents Place nursery registered in July 2001. It is part of Kidsunlimited Nurseries, owned by the national nursery chain Bright Horizons. It operates from three units on the ground floor within Triton Square Mall, close to Warren Street and Euston in the London Borough of Camden. There is an outdoor space available, solely for nursery children, a short distance from the setting. The nursery is open each weekday from 7.30am to 6pm, all year round, except for bank holidays. There are currently 75 children in the early years age range on roll. The nursery is funded to provide free early education for three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities, and children learning English as an additional language. The nursery employs a total of 27 staff, of whom over half the staff hold relevant childcare qualifications. The nursery is registered on the Early Years Register.

What the setting needs to do to improve further

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

- put into place appropriate arrangements for the supervision of staff who have contact with children and families; ensure this fosters a culture of mutual support, teamwork and continuous improvement, which encourages the confidential discussion of sensitive issues
- improve the educational programme for communication and language by helping children to increase their vocabulary and listening skills as well as possible, by helping all staff to know the best ways to provide more encouragement for children to talk through and comment on their play activities.

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

- enhance the educational programmes outside to support children's individual learning styles, interests and stages of development
- support children's understanding of safety when outdoors by using clear and consistent routines that encourage children to move safely at all times.

Inspection judgements

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

Overall, staff have a sound understanding of the Early Years Foundation Stage framework and use their knowledge to plan a satisfactory range of experiences for the children. Staff maintain children's learning records well overall and they contain information such as children's starting points which enables the key carer to build up a good knowledge of children's interests. Staff make regular observations of what children do, like and enjoy and overall plan soundly for their interest and enjoyment. A system for assessing the progress of two-year-olds in the three prime areas of learning is in place.

Staff in the pre-school room plan a range of suitable activities to encourage children to become independent learners and support them in their readiness for school. They enjoy group times together where they share news about their weekends. This is planned effectively by staff to maintain children's concentration as they pass around a soft toy that indicates to the group whose turn it is to speak. They enjoy quiet times when looking at books and have great fun as they enjoy telling stories to their friends based on their own experiences and imaginative ideas.

Children in the younger age rooms enjoy exploring a range of activities. They take part in a creative sticking activity where they are fascinated in watching the glue drip onto their pictures. Children have many opportunities to experience natural materials enjoying water play and crawling into the sand box on the floor. Overall, staff support children soundly in developing their language and communication skills because most staff talk with the children as they play. However, they tend to provide lots of instructions rather than fully promoting children's vocabulary and understanding. For example, by asking more open-ended questions and describing what children are doing as they play.

Children have daily opportunities to play outdoors either in the secure enclosed area outside the nursery or when visiting the park. Children enjoy playing outdoors where they are able to run and release their energy. They ride tricycles and scooters with confidence negotiating the pathways with ease. However these sessions are planned into the nursery routine and do not allow children the freedom to make choices about playing outdoors. In addition, there are more planned activities and resources in the indoor learning environment, compared to the outside area. Consequently, children who prefer to learn outdoors have fewer opportunities to do so.

Children who learn English as an additional language are supported soundly because staff obtain key words to help children settle. The environment contains print to reflect some other languages. There are effective systems to support children with special educational needs and/or disabilities. Parents have regular opportunities to meet with staff to discuss their children's achievements and progress.

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

A key person system is in place to support children to build relationships with their special member of staff, in order to promote their emotional security. Staff spend time gathering information from all parents when children first start at the nursery, enabling them to understand their individual needs and routines. They receive lots of reassurance as they separate from their main carers and settle in. This helps them to feel confident and secure.

Children are beginning to build up friendships as they play and learn to take turns and share. Staff manage children's behaviour well and they use positive strategies to deal with any minor issues. Children receive lots of positive praise and encouragement, which supports their self-confidence and esteem.

Staff record and meet children's specific health, dietary needs and allergies. Each child has an individual place mat which clearly shows their dietary needs. Children learn about healthy lifestyles and follow good hygiene practices as they take responsibility for washing their hands appropriately throughout the day. Children are provided with a healthy and nutritious cooked meal provided by the nursery chef. Older children are confident with their independence and serve their meals making choices about how much they would like to eat.

The nursery is comfortable and has ample space for children to move around in safety and fully explore the resources. Children's safety and well-being is promoted satisfactorily. Staff conduct daily checks on the premises and suitable risk assessments procedures are in place. Children learn to take risks in the environment and understand the rules at nursery. For example, they know not to run indoors. However, this is not fully extended to provide learning opportunities for children to develop their awareness of safety when outside the nursery. Staff do not always reinforce the importance of holding hands and moving safely at all times.

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

Since the last inspection, the nursery has had a number of changes to the designated manager. Currently there is a temporary manager in post whilst waiting for the newly recruited manager to start her role. There is also assistance provided from the area managers and advisors from the head office. These managers have some awareness of the team's strengths and weaknesses, and monitor children's progress. However, the lack of a permanent manager has an impact on the overall leadership of the nursery, as there is no firm guidance and support for the staff team. Staff meetings are held regularly. However, there is no process in place for individual staff supervision to discuss performance and identify any training needs. Self-evaluation is in place but has not been updated for some time to ensure it is relevant and meaningful to the staff team. Despite the lack of management the key carers have a sound awareness of their roles and work generally well with their groups of children. This demonstrates a satisfactory commitment to the development of the provision.

The staff team have a sound understanding of the Early Years Foundation Stage overall, and understand most of the policies and procedures. Staff know and understand their responsibilities for safeguarding and have received safeguarding training. A number of staff hold a first aid qualification which means that they are able to respond to children in the event of any accident occurring. Rigorous recruitment and vetting procedures are in place to check the suitability of all adults employed by the setting. Access to the premises is monitored and visitors only gain access by ringing the doorbell and signing in at reception.

Relationships with parents and carers are generally positive. They are made to feel welcome in the nursery and are encouraged to share information to ensure continuity of care. Staff keep parents verbally informed about their child's day together with a written comments sheet. More formal parents' meetings are held regularly to ensure parents receive information about their child's progress. The views of parents and carers are sought in the form of parental questionnaires sent out by head office and any suggestions are considered. Parents speak positively about the nursery. Their comments indicate they feel their children are happy and that staff are friendly and approachable. Most children move onto school out of the locality and so staff provide a written summary of children's progress to support the transfer to school, rather than arranging visits.

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	156518
Local authority	Camden
Inspection number	925271
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	78
Number of children on roll	75
Name of provider	Kidsunlimited Limited
Date of previous inspection	15/03/2010
Telephone number	0845 3652923

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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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