

Kidsunlimited Nurseries - Jack Straws Lane

32 Jack Straws Lane, Headington, Oxford, Oxfordshire, OX3 0DW

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| Inspection date | 05/08/2013 |
| Previous inspection date | 19/11/2009 |

| The quality and standards of the early years provision | This inspection: | 1 |
|--|-------------------------|----------|
| | Previous inspection: | 3 |
| How well the early years provision meets the needs of the range of children who attend | | 1 |
| The contribution of the early years provision to the well-being of children | | 1 |
| The effectiveness of the leadership and management of the early years provision | | 1 |

The quality and standards of the early years provision

This provision is outstanding

- Staff plan a vibrant range of highly stimulating and exciting activities both indoors and outside, which motivate children and challenge their thinking. As a result, children make rapid progress in their learning.
- Inclusion is at the heart of the nursery's provision. Key persons understand and support children's individual needs exceptionally well. This includes children who speak English as an additional language, and those with special educational needs.
- The extremely strong leadership and management of the nursery have rigorous processes in place to monitor the quality of the education provision and care of the children.
- Staff have exceptionally strong links with parents, who speak overwhelmingly positively about all aspects of their children's care.
- Children of all ages are extremely well settled and happy within the nursery. The nurturing environment supports children's confidence and independent skills exceptionally well, preparing them significantly for their transfer to school.

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 all rooms within the indoor area and activities in the outdoor environment.
- The inspector had discussions with the manager, company representatives and staff during the inspection.
- The inspector talked to children about their play activities and undertook a joint observation of a focus activity with the manager.
- The inspector spoke to parents and carers to gain their views about the nursery.
- The inspector sampled children's information, assessment records, planning documents, as well as policies and procedures.

Inspector

Sue Bennett

Full Report

Information about the setting

Kidsunlimited Nurseries - Jack Straws Lane registered in 2004. The nursery is part of kidsunlimited Limited, owned by the national nursery chain Bright Horizons. It operates on the ground floor of a university building in Headington, Oxford. The nursery predominantly cares for children of staff and students of the university. Children use a large hall and four smaller rooms with access to outdoor play areas. This nursery is easily accessible from street level and there is a car park on site. The nursery is open for 50 weeks of the year from 8am to 6pm. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 68 children in the early years age group on roll. The nursery is in receipt of funding for the provision of free early years education to children aged three and four. The nursery supports children with special educational needs and/or disabilities, as well as those who speak English as an additional language. The nursery employs 21 members of staff. Of these, three staff members have early years childcare degrees and 13 staff hold other appropriate early years qualifications. The nursery also employs a cook and a housekeeper.

What the setting needs to do to improve further

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

- consider the provision of a greater selection of wheeled toys for the youngest children to further support their development.

Inspection judgements

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

The nursery provides outstanding support for children's learning and development across all areas of learning. The high quality resources, both indoors and outside, provide motivational opportunities for children to play and explore. For example, babies enjoy the sensory feel of sand and shriek excitedly about the sounds that bottle shakers make. Older children greatly enjoy creative play with soil and water, mixing it together to make mud. They have immense fun making dinosaur footprints in the mixture and describe the mud covered toys as 'invisible'. Children of all ages have excellent opportunity for physical play, using wheeled toys, climbing and balancing apparatus. Babies benefit from high quality resources and overall, there is an effective range of wheeled and moveable toys to support their physical development.

The highly dedicated staff team know and understand children's individual needs extremely well. Observation and assessment systems are exemplary. Highly effective activity planning stems from children's individual interests and supports their future learning exceptionally well. For example, when children recognise letters and show interest in writing, staff plan water painting and sand play to develop letter formation. A treasure basket placed just out of reach effectively encourages babies to progress in their independent movement skills as they learn to crawl towards the enticing resources. Consequently, children of all ages make rapid progress in their learning.

The nursery has an exceptionally strong focus on inclusion. A range of cultural books and toys, alongside the celebration of festivals such as Eid and Chinese New Year, support children's cultural understanding extremely well. Children with English as an additional language receive outstanding support. Staff make pictorial communication books to help children understand the nursery's routines and parents write key words in their own languages in them. This supports children extremely well as they learn to speak English.

Staff have high expectations and provide excellent opportunities for children to play, explore, investigate and problem solve. Babies greatly enjoy pressing buttons on toys and experimenting with different sounds that they make. Older children thrive on problem solving activities, such as how to move around a cone on the walking planks without knocking it off. Staff engage exceptionally well with the children as they play, providing highly effective support for their communication and language development. They repeat key words with clarity and encourage babies to join in with repetitive phrases such as 'up, up, up' and 'pitter-patter'. Toddlers enjoy finishing the end of sentences during story time, such as adding 'house' to 'in the dark, dark house'. Older children are eager to voice their thoughts and ideas during a creative story activity. Children are making exceptional progress in their literacy and mathematical development. They can competently identify sounds in words, read their names and those of their friends. They ably count and recognise numbers to 10. Children understand that two socks make a pair, and that one more than four makes five. By the end of their time in the nursery, children are highly articulate, confident and independent. These skills prepare them extremely well for their transfer to school.

Staff form exceptionally strong links with parents and carers and give them excellent daily information about children's learning and development progress. Communication books and regular meetings, including those following the age two progress checks, ensure that parents have abundant opportunity to be involved in their child's learning. Staff make significant efforts to involve parents through 'working with parents' slips, and encourage them to contribute children's home successes. Excellent induction systems are in place to help new children settle quickly into the nursery routines. During discussions, parents express their overwhelmingly pleasure with the high quality support and care of the nursery staff. They have the highest praise for the nursery management and excellent progress that children make.

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

Children of all ages settle quickly and are extremely happy within the nursery's warm, nurturing environment. The relationships between children and their key person are outstanding. Staff have an excellent knowledge and understanding of the children within their care. When children are unsure about parting from parents because a friend is not in the nursery, staff quickly involve them in a favourite activity. They talk to children about toys they have brought from home, showing great interest in children's answers and smiling encouragingly. This supports children's self-esteem extremely well. Soon children are confidently interacting with other staff and talking about their favourite cars. Babies part happily from parents because staff greet them with warm smiles and enthusiasm. Children keenly explore their surroundings and greatly enjoy the many opportunities for imaginative play, such as pretending to mix and make chocolate cakes from sand and water in the outdoor area.

Children's personal development is excellent. Staff nurture children's confidence and independence extremely well. For example, in the outdoor area, staff initially help older children to walk along the balancing logs, and then say 'you can do it - have a go'. Children are keen to please and because of the excellent levels of trust within relationships, they are soon negotiating the apparatus independently. During a group time, staff encourage younger children to sing their names, sensitively supporting those who are reluctant to respond. All children thrive on the positive praise from staff, such as 'well done', 'that's really clever', which significantly supports their self-esteem. Staff use highly effective positive behaviour strategies and work closely with parents to ensure consistency between home and nursery. Staff are excellent role models, who work together impressively well as a team. Children mirror this in their relationships with one another. They play together extremely well, holding buckets for their friends, while they pat down the sand with spades. Activities provide a wealth of opportunities for children to build on their own personal experiences. They talk excitedly to one another about a recent family picnic and say 'if it wasn't raining, we could all go on a picnic'. Staff support children independence in self-care routines very effectively. Older children persevere extremely well when putting on their own coats and boots for outdoor play, toddlers are becoming aware of the importance of hand-washing routines and babies are encouraged to hold their own drinking cups. Consequently children become self-reliant, self-confident and socially aware, preparing them exceptionally well for their future learning.

The nursery places an extremely high focus on children's health and well-being. Meals are nutritional, well-balanced and greatly enjoyed by children. Parents receive comprehensive information about children's routines. For example, staff meticulously note children's food intake, sleep patterns, nappy and toileting information on record sheets. Children are developing an excellent understanding of healthy foods because they grow them in the garden and then cook with them during activities. Staff support children's safety awareness extremely well, such as explaining the importance of holding scissors and tools correctly, and sitting on chairs sensibly. Babies are encouraged to take care when moving around furniture in the indoor environment. Children know that they need to take care when playing on the bikes and explain that staff write their names on a register, so they know how many people are playing outside. Children have excellent opportunities to enjoy fresh air and exercise each day in the spacious outdoor garden areas.

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

The manager has an excellent understanding of her Early Years Foundation Stage responsibilities, including those for children's learning and development. Stringent procedures are in place to ensure that safeguarding children has the highest priority in the nursery. The manager and her deputy have designated officer training and all staff receive regular training updates. During discussions, staff competently explain the procedures to take should they have any concerns about children in their care. A range of high quality policies promote children's welfare further. The manager regularly reviews all policies and procedures and ensures that parents have easy access to documentation. Rigorous recruitment systems for vetting new staff ensure their suitability to work with children. Before they can begin work at the nursery all staff undergo three days of induction training. Staffing ratios are high and children are extremely well supervised at all times. Staff risk assess all areas daily and meticulous records for registration, accidents and medication further ensure children's welfare. Staff always inform parents about any incidents that occur while their child is in the nursery. Robust drills for emergency evacuation, such as fire, take place regularly. These systems ensure children's well-being is paramount and create an environment that is welcoming, safe and stimulating.

The manager has exemplary review systems in place for the educational programmes, including regular monitoring of planning and assessment documentation. This ensures equality for all children and that they receive excellent provision for their learning and development needs. Supervision and monitoring procedures are outstanding. The manager frequently observes staff as they interact with children, which promotes highly effective practice. Regular staff appraisals and supervision meetings thoroughly identify professional development and training needs.

Stringent processes of self-evaluation are in place and demonstrate the manager's extremely strong focus on the nursery's development. The systems accurately reflect the nursery's strengths and areas for further improvement, to ensure the best outcomes for children. These processes include input from staff, company representatives, parents and children. For example, the grounds of the nursery are presently being extended to include a woodland exploration section. Parents are helping to clear and construct the area and the manager is attending a specific training course. All recommendations from the last inspection are successfully achieved. Information and communication resources are now plentiful in all rooms, including for babies, and parents have excellent opportunities to be involved in children's learning. When appropriate, with the support of parents, the nursery seeks advice from external specialists to support children's individual needs. The nursery receives highly effective input from the company's educational consultants. A local authority advisor also visits regularly for further support and guidance. Extremely strong links are in place with local schools. Staff visit other providers and comprehensive transfer booklets provide excellent information on children's learning and development achievements. This enables the smooth transfer for children between their educational phases.

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

| | |
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| Unique reference number | EY277179 |
| Local authority | Oxfordshire |
| Inspection number | 843587 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 8 |
| Total number of places | 62 |
| Number of children on roll | 68 |
| Name of provider | Kidsunlimited Limited |
| Date of previous inspection | 19/11/2009 |
| Telephone number | 01865 432410 |

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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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Piccadilly Gate
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