

# Kidsunlimited Nurseries - Highbury

Unit A The Nursery, Highbury Stadium Square, Highbury Mews, London, N5 1FP

<b>Inspection date</b>	06/09/2013
Previous inspection date	11/01/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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

- Children make good progress in their learning and development, and they are happy and safe.
- Resources are very well organised and wide-ranging to support children's play.
- Staff are motivated and interact effectively with children extending their learning.
- The setting is pro-active in engaging parents in their children's learning and in the life of the nursery.
- The management team effectively lead a strong team and drive improvement in the quality of the provision.

### It is not yet outstanding because

- Tactile and malleable resources are not fully explored in all rooms and as a result the youngest of children cannot pursue their desire to learn about different textures.
- Not all staff are skilled in planning and supporting all aspects of learning to promote their key children's overall 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.

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 children at play in a variety of situations both indoors and outside.
- The inspector carried out joint observations with the manager and the deputy manager.
- The inspector met and had discussions with the manager and members of staff.
- The inspector met and talked with a few parents.
- The inspector looked at a selection of documentation.

## Inspector

Ileana Shirley-Smith

## Full Report

### Information about the setting

Kidsunlimited Nursery - Highbury registered in 2010. The nursery is part of Kidsunlimited, owned by the national nursery chain Bright Horizons Family Solutions. The nursery is based in a purpose-built building in Highbury Stadium Mews, in the London Borough of Islington. It is very close to Arsenal underground station. The nursery operates from four base rooms and a small activity room for quiet activities. There is lift access to the first floor. All children share access to a secure enclosed outdoor play area. The nursery is open each weekday from 7.30am to 6pm, all year round. The nursery is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. Children attend a variety of part-time and full-time sessions. The nursery is in receipt of funding for the provision of free early education to children aged three and four years. There are currently 69 children aged from three months to under five years on roll. The nursery currently supports a number of children who speak English as an additional language. The nursery employs 22 permanent members of staff to work directly with the children, as well as a housekeeper and a full-time chef. The majority of staff hold relevant early years qualifications at levels 2 and 3. One of the room leaders holds Early Years Professional Status, while the deputy manager holds a degree in education in another country, equivalent to level 6 in the UK.

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

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

- develop the range of tactile and malleable resources so that the youngest children can enjoy exploring different textures
- further develop some staff's skills in planning experiences which are engaging and interesting to all children and respond to their developmental needs.

### Inspection judgements

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

Children are happy and constantly busy in the nursery, enjoying a variety of interesting and stimulating activities. Adults have a good understanding of children's needs and know how to organise the environment so that children are engaged and interested in what they do. As a result, children make good progress in their learning and development from their starting points.

Children explore mixing colours with large brushes on sheets of paper. They bath their plastic dolls in the water tray and enjoy pretending they are doing grown-up jobs. They count dots on domino pieces, consolidating their knowledge of numbers and mathematics. Adults are well deployed in the nursery and are there to help children develop new skills. They join in children's play and help extend children's games and learning. For example, children organise a large herd of toy wild animals, naming each one. The adult supporting this game helps the child group the animals into families so that the child can successfully count the lions and the snow leopards.

Younger children practise standing up and taking their first steps. Others practise their balance and climbing skills, enjoying using the small indoor climbing frame and slide. Toddlers look at photographs of their families, which are appropriately displayed at the children's level to capture their interest. They practise their emerging language and name members of their families. However, there are fewer play resources for them to explore, to test changes in materials and experience different textures to support their investigation and sensory play.

Older children play computer software games in which they identify simple geometrical shapes and use numbers for counting. They practise writing their names using laminated name cards and begin to recognise letters of the alphabet. In story times, children guess the missing rhyme, developing their skill to recognise letter sounds in words. These early literacy and numeracy skills stand them in good stead in the next stage in their lives, as they go to school. Children who learn English as an additional language make good progress in their learning and development. They listen and participate in stories and play make-believe games in the home corner.

Staff organise a play environment which reflects children's interests and responds to children's learning needs. As a result most children are engaged and excited in their play and learning. However, not all staff are fully skilled at planning and supporting key children's next steps for learning based on their current interests, which has a small impact on their development.

Adults consistently monitor children's progress and communicate this to parents both formally and informally on a regular basis. The nursery invites parents to participate in their children's development and learning, through various systems of communication as well as daily interactions. Each child is assigned a key person who knows the child's developmental needs and who maintains a strong partnership with the child's parents.

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

Children form secure attachments with their key person, which makes them feel safe and happy. This results in children being confident and independent in their explorations. The nursery has clear and well-established routines and children know what is expected of them at all times. Adults model friendly and respectful relationships and as a result, children are kind towards one another and play well together in the nursery.

Adults use consistent strategies and give children clear guidance about how to behave in social situations, how to share resources and take turns to support children's personal and social development. Daily routines are well planned and established, so that children have plenty of time to enjoy their explorations uninterrupted, knowing when it is time to sit for their meals or story sessions.

Adults support children to be independent and learn about having responsibilities. For example, from an early age, children serve themselves from a centrally placed dish at meal times. They get their own aprons as they play with water or explore painting and hang their own coats on their coat pegs. Children use the toilets and wash their hands with increasing independence, while staff support the youngest of children to develop such skills. The organisation of resources is good, which enables children to be independent as they access the toys they need for their explorations.

Staff give the highest priority to the safety of children. They have good knowledge of any signs which might trigger concerns about a child's welfare. This means that children are protected from harm. Staff teach children about the importance of minimising risks of spreading infections through regular hand washing and using disposable tissues.

Children have a healthy lifestyle while at the nursery. They enjoy fresh air and physical exercise daily in their enclosed outdoor space where children practise the use of tricycles, play football and dance. Children learn about the natural world by growing plants as they have a little garden in which they plant sunflowers. Children enjoy balanced healthy meals freshly prepared on the premises. The nursery offers children spaces to relax and be comfortable as well as be active and explore. Younger children who need a sleep rest in their rooms in comfort on individual mats.

Children are very well prepared for the next stage in their learning because the nursery organises activities that promote pre-school skills and children make good progress towards the early learning goals.

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

The manager works closely with the deputy manager and the whole of the staff team to maintain high standards in the nursery. Both the manager and the deputy manager have a good understanding of young children's needs. They are confident to lead by example, as well as supporting staff in doing their best for the children. The manager is a caring and approachable leader who prioritises the welfare of the children and their families.

The manager monitors the educational programmes in the nursery by regularly observing practice in playrooms and outside in the garden. He leads regular staff meetings in which staff discuss activities they plan for the children. The manager and the deputy manager do spot checks of children's progress folders to ensure that the monitoring of children's progress in learning and development is consistent. Assessment systems in the nursery are effective and precise, helping staff identify any children's additional needs at an early

stage.

The manager is present in the life of the nursery, supporting innovative projects staff organise with the children. At given times the manager and the deputy manager observe play and learning sessions and give feedback to staff to ensure that these are of the highest standard. They offer support to room leaders and staff as they plan activities and experiences for each child's individual needs.

The manager and staff make certain children's safety is their priority. The nursery is part of a large chain of nurseries. The manager follows the company's rigorous recruitment systems to ensure all adults are suitable to work with children. The induction programme for new staff is comprehensive. The manager checks new staff's understanding of policies to ensure there is consistency in their approach and that they follow the correct procedures to protect children. Staff have good knowledge of child protection issues and take positive steps to protect children. The manager ensures that staff carry out regular checks of the environment to minimise hazards and the risk of accidents to children to keep them safe.

The management team is determined to continuously improve the provision so that all children reach their full potential in their learning and development. The manager and staff have realistic plans to develop the planting area outside as well as continuously support staff in their professional development. The manager offers staff regular one-to-one supervision and together they plan further training to extend staff's knowledge of early years care and education.

The manager and staff encourage and facilitate close collaboration with parents. Parents are kept informed of what their children are doing and learning on a daily basis and they also inform staff of the child's life at home. This allows for continuity in children's learning, helping them make good progress. Every three months parents meet with their child's key person to discuss the children's progress in their learning and development so everyone works together for the benefit of the child.

The manager is new in post but has great ambition and enthusiasm. He plans to develop collaborations with the local children's centre and other professional agencies, which will benefit the children. The manager and the deputy manager meet with managers of other nurseries exchanging ideas so that their leadership continues to inspire staff and improve the provision for children.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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>	EY412719
<b>Local authority</b>	Islington
<b>Inspection number</b>	931162
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	70
<b>Number of children on roll</b>	69
<b>Name of provider</b>	Kidsunlimited Limited
<b>Date of previous inspection</b>	11/01/2011
<b>Telephone number</b>	08453 652900

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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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