

# Kidsunlimited Nurseries - Callands

Gresford Close, Callands, Warrington, Cheshire, WA5 9UY

<b>Inspection date</b>	19/09/2013
Previous inspection date	22/11/2011

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

- Children make good progress in their learning and development because staff plan meaningful activities based on accurate assessment of children's learning and development.
- Children access a wide range of high quality resources, both indoors and in the extensive and well-equipped outdoor play spaces. This supports their independence, making them confident and independent learners.
- Children behave well and form strong relationships with caring and enthusiastic staff. This supports their emotional well-being.

### It is not yet good because

- Not all hazards to children are effectively identified and minimised by the nursery's risk assessment procedures, so that children's safety is highly prioritised at all times.
- Care routines, such as nappy changing, can interrupt children's learning and play unnecessarily.
- Parents are not always fully engaged in planning for their children's learning and development. This means that opportunities to extend learning at home are not followed through.

## 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 toured the premises.
- The inspector observed activities taking place across the nursery.
- The inspector spoke to staff and reviewed relevant documentation with them.
- The inspector held discussion with the nursery manager and reviewed a range of documents and procedures.

## Inspector

Neil Butler

## Full Report

### Information about the setting

Kidsunlimited Nurseries - Callands is part of the Kidsunlimited chain of nurseries owned by Bright Horizons Family Solutions. It was registered in 2004 and operates from eight rooms in a purpose-built building. Children have access to large outdoor play areas. The nursery is in a residential area on the outskirts of Warrington. It is open each weekday from 7.30am to 6.30pm for 52 weeks of the year. The nursery is registered with Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

There are currently 203 children on roll, of whom 146 are within the early years age group. The nursery also offers care to children aged over five to 11 years. The nursery has a number of children with special educational needs and/or disabilities, as well as children, who speak English as an additional language. There are 36 members of staff, 28 of whom hold early years qualifications to at least level 2 and level 3. One member of staff has Early Years Professional Status. The setting provides funded early education for three- and four-year-old children.

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

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

- ensure that risk assessments are thorough and identify potential risks to children's safety and that appropriate action is taken to minimise these risks.

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

- ensure daily care routines for younger children are flexible enough to avoid interrupting children's engagement in their learning
- find more ways to engage parents in contributing to the assessment of and planning for children's learning and development, to enhance a shared approach towards children's early education.

## Inspection judgements

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

Children are provided with a broad range of activities and resources that contribute well to their learning and development and fully cover the prime and specific areas of learning.

Children often play independently. For example, older children explore the water tray that has pirate ships in it and a range of containers. They fill the containers and pour it over the ships, watching as it spills over the sides and using their imagination to imagine storms at sea. They are able to help themselves to toys from low-level units and shelves and they are confident to do this throughout the nursery. For example, older babies look through sorting toys, jigsaw puzzles and blocks to select the ones they want. Toddlers play with small vehicles and tracks, moving them between the play mats. Younger babies use soft play blocks both indoors and outside to pull themselves up on, improving their balance and aiding their physical development. This self-initiated play is contributing to their learning.

Staff support children in their play and most are skilled in engaging them in their chosen activities to promote their learning and confidence. For example, at story time, staff ask open-ended questions about what might happen next and wait for children to come up with suggestions, they then discuss these and see what actually happens. Children are making good progress towards the early learning goals. Older children are becoming independent. For example, they show an interest in the animals that are represented in a 'jungle' role play area and encourage friends to become these animals and make the appropriate sounds and movements. Older children also serve themselves at mealtimes and they choose which activities they want to take part in. Younger children and babies make good progress in their personal, social and emotional development because they move around freely and show an interest in their play materials and activities. However, on occasion, care practices, such as nappy changes, are allowed to interrupt children's learning unnecessarily with children being removed from activities they have only just become engaged in.

Children's progress is recorded in their individual learning journey files. Staff make regular observations of the children during their play. These observations are linked to the relevant areas of learning and are used to plan each child's next steps in their learning. The planning is led by the children's interests. The observations gathered for children aged two are informing the required progress check. Staff seek information from parents when their children first start attending about their interests and they hold regular parents' meetings where the children's summative assessments are shared with them. Parents report that they are happy with the reports they receive. However, partnership working with parents has not been fully maximised to promote an ongoing dialogue and proactively seek information to help inform planning and to share ideas about how to support children to make best progress.

Older children are supported well in developing independence with regard to hygiene routines, serving themselves at mealtimes and dressing themselves for outdoor play. The development of these skills, along with visits to local primary schools, is good preparation for the next step in their learning.

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

Each child in the nursery has an allocated key person. They work closely with a co-key person to ensure there is usually someone present, who knows the child well. This helps

children to form attachments. Children demonstrate that they feel confident in the setting. For example, they are familiar with the daily routines. Toddlers smile at the staff and approach them for comfort, snuggling into them for cuddles. Older children are confident to collect their coats and access the outdoor area freely and they help to put the face cloths in the laundry basket after lunch. Children, who speak English as an additional language are generally supported through their key person working with their parents and through some dual-language signs and displays in the nursery. Parents' input is mostly valued and the children begin to become aware of the wider world through the discussion of the different countries that some children's parents come from and the languages they speak. Children, who have special educational needs and/or disabilities are well supported because the staff work with their parents and any other agencies that may be involved with them, in order to provide a consistent approach. Each child is settled in to the nursery over a period of time when they start attending and this is managed on an individual basis planned between the key person and the child's parents. Younger children's parents are asked to provide information about their daily routines, sleeping and feeding patterns at home, so these can be followed wherever possible. This helps promote stability and continuity for children.

When children are preparing to move up to the next nursery unit, the key person works with parents and with the new key person to arrange visits for the child to their new room, as well as to share information about the child's interests and progress. Children's transitions are managed on their individual ability and need.

The nursery has well-appointed outdoor play areas and this promotes children's physical development. They have opportunities everyday to play outside. Children in all rooms enjoy free-flow play into the garden areas, which have a wide range of suitable play materials and objects to explore, such as logs and wind chimes. A gardening area, water play, mark making and storytelling areas are also available. Staff provide children with bikes and ride-on toys and they respond to their requests for games, such as splashing in puddles or balancing across stepping stones. The pre-school garden area has fixed climbing equipment and slides that are suitable for the children using it. A recent accident, which involved a child breaking their arm has been fully investigated and although, management believe supervision at the time to have been adequate, staff training has reinforced the importance of this. However, not all staff carry out risk assessment procedures thoroughly and as a result, plastic bags and cleaning materials are stored in a cabinet accessible to young children.

Children behave well. They understand the expectations for behaviour and the staff remind them gently to be careful or to think of others. They begin to learn to keep themselves safe because they help to tidy away when they have finished playing and the staff maintain close supervision during the activities and at mealtimes. Children enjoy the freshly prepared, varied and healthy choices for meals and snacks. The nursery chef is kept fully informed of any specific requirements that individual children have and the nursery is effective in making sure that each child's individual dietary needs are met. For example, children with specific needs have their meals clearly labelled in the kitchen. These meals are served on different coloured plates and a qualified member of staff supervises these children during mealtimes. This minimises the risk of children being given the incorrect food and supports their well-being.

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

All staff are fully up to date with regard to appropriate first aid, hygiene and safeguarding training. However, regardless of recent training and management coaching undertaken in the light of a recent accident, risk assessment procedures are not always rigorously followed and some hazards remain unidentified. This is also a breaches a requirement of the compulsory and voluntary parts of the Childcare Register. Staff understand their responsibility with regard to safeguarding and know what to do if they have concerns about a child's welfare.

The management team in the nursery understand their responsibility to meet and monitor the learning and development requirements. They regularly review children's progress, assess the breadth and depth of educational opportunities available and conduct observations of staff practice to ensure children are provided with a wide range of activities, in order to make good progress in their learning.

Managers observation of staff practice feeds into a robust appraisal and supervision process that identifies areas in which staff can improve and identifies opportunities for training, coaching and further development. Staff talk enthusiastically about the impact of training and how they feel they have improved their practice.

Kidsunlimited has suitable procedures in place for the recruitment and retention of suitable members of staff. Management and staff within the nursery have implemented self-evaluation as a tool to continue with their priorities for improvement. For example, the implementation of signing for babies to support communication for some children, is one way sought to improve practice since their last inspection. Staff hold meetings with teachers from local primary schools and other professionals involved in children's learning to share progress and inform planning for their future learning. However, opportunities to share children's progress with parents are not always followed through.

**The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Not Met (with actions)</b>
The requirements for the voluntary part of the Childcare Register are	<b>Not Met (with actions)</b>

**To meet the requirements of the Childcare Register the provider must:**

- ensure that all necessary measures are taken to minimise any identified risks (compulsory part of the Childcare Register)
- ensure that all necessary measures are taken to minimise any identified risks

(voluntary part of the Childcare Register).

## 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>	EY293578
<b>Local authority</b>	Warrington
<b>Inspection number</b>	933686
<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>	123
<b>Number of children on roll</b>	203
<b>Name of provider</b>	Kidsunlimited Limited
<b>Date of previous inspection</b>	22/11/2011
<b>Telephone number</b>	0845 3652954

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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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