

Kidsunlimited Nurseries - Millhouses

11 Archer Drive, Millhouses, Sheffield, South Yorkshire, S8 0LB

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|--------------------------|------------|
| Inspection date | 01/10/2013 |
| Previous inspection date | 29/03/2012 |

| 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 | | 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 have developed their practice exceptionally well. They constantly observe children in their play, clearly identifying the next steps in their learning and plan highly effective activities. As a result, all children are making excellent progress in their learning and development.
- Children experience a wide variety of rich learning experiences as staff plan and deliver a highly focused curriculum taking full account of individual children's learning needs, their family and the knowledge they have built of the children through robust observations.
- Relevant and detailed information about children's health and well-being is gathered from parents to ensure that staff know about individual children's needs. Staff are highly attentive and sensitive to children's needs and requests helping them form strong attachments to their peers and the adults caring for them.
- The regular monitoring of staff practice ensures performance is consistently effective and provides staff with valuable support, enabling them to continue to develop their superb skills further.

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 babies and children involved in a range of activities throughout the nursery.
- The inspector spoke with staff, children and parents during the inspection and carried out observations of staff practice.
- The inspector looked at a selection of documents, including children's development records risk assessments, accident records and the safeguarding policy and procedures.

Inspector

Karen Byfleet

Full Report

Information about the setting

Kidsunlimited Nurseries - Millhouses was registered in 2003 on the Early Years Register and the compulsory and voluntary part of the Childcare Register. It operates from purpose-built premises in the Millhouses area of Sheffield. It is part of Bright Horizons Family Solutions and is managed by Kidsunlimited Nurseries, an organisation which manages a large number of nurseries throughout the United Kingdom. The two storey premises are served by a central lift and stairs and children are cared for across six rooms and two outdoor play areas.

The nursery is open Monday to Friday, all year round. Sessions are from 7.30am until 6pm, excluding Bank Holidays. Children attend for a variety of sessions. There are currently 152 children on roll, all of whom are within the early years age group.

The nursery employs 29 members of staff, who work directly with the children. Of these, 26 hold appropriate early years qualifications at level 3 or above. The manager holds a degree in Early Childhood and the deputy manager holds Early Years Practitioner Status.

What the setting needs to do to improve further

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

- develop further the already excellent outdoor areas, by building on opportunities for children to have more effective use of the garden areas all year round.

Inspection judgements

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

Detailed information is gathered from parents when children start attending, which provides staff with a clear baseline for children's learning. Staff make their own initial observations and assessments, which enable them to identify children's individual learning needs and interests. Staff have extensive knowledge and understanding of the Early Years Foundation Stage. They regularly share their experiences and skills, which ensures consistency for children throughout the nursery. Children's progress and development is observed and monitored extremely well with development records updated regularly and children's individual next steps fully included in the planning of further activities. As a result, activities are precisely matched to their needs and they make rapid progress in their learning and development. This also ensures that children gain an excellent range of skills in readiness for them moving on to school. Progress checks at age two are completed by key persons using the precise information gained through the detailed

observations made of children's learning.

Through well-planned, purposeful activities and the engagement of staff in children's play, children's communication skills, vocabulary and language are developing at a high rate. Very young children thoroughly enjoy looking at books and listening to stories with staff, developing their awareness from an early age of printed words. Babies and toddlers have many rich opportunities to use a variety of tools, such as rollers, cutters in play dough and tools for making marks in sand play. This contributes to them developing their early writing skills. Staff constantly talk to and converse with the babies and toddlers in their activities. They positively engage and encourage them to verbally express their feelings, such as smiling and laughing with delight, when they experience the different textures of the sand.

All children have exceptional daily opportunities for outside play. Each room has their own access to the enclosed outdoor play areas and babies and toddlers are able to freely choose between indoor or outdoor play. The older children have regular designated outdoor play times as they are required to access the outside area by a staircase. An extensive range of suitable climbing and balancing equipment, ball games, imaginative resources, such as 'dens' and space to run around enables children to develop their physical skills well. Children competently use the wide variety of tools and resources with confidence and ease, such as appropriate cutlery to eat their meals. They use scissors, wooden spoons and rollers as they participate in an extensive range of activities, such as cutting up fruit to feed the nursery's pet giant snails, baking, craft activities and role play.

Children's use and understanding of mathematics is developing extremely well. They are highly confident and capable in their use of number names, counting, sorting and matching. Children enjoy sharing what they can do with adults. For example, they talk about the number of pieces of fruit they have cut up and count out cutlery at lunch times. Children's awareness and understanding of the wider world is promoted very well. They have access to a variety of dressing-up clothes of various cultures and books, which promote positive images. Through role play, children use their imagination as they act out familiar scenarios, such as cafes.

Partnerships with parents are highly effective. Staff exchange daily information and use home to nursery books, which ensure parents are informed of what children have been doing and what staff are working towards. Parents have been very forthcoming with the information and comments they have given through these. For example, they provide information about days out the children have enjoyed with other members of the family and stick tickets from excursions into the books. Staff use these at group times to encourage the children to tell them and their peers about their experiences. They produce high quality summary progress reports for parents every three months. These are shared by the key persons and clearly show the excellent progress children are making in their learning and development. These reports also provide information on what the key person has identified as the next steps in children's learning, which they use to plan for each child. The communication books and the reports also focus on how parents can support their child's high achievements at home to ensure that their excellent progress is maintained and built on further. Parents' comment positively on the highly effective

practice of all staff within the nursery and how they are highly satisfied with how they are kept fully informed of their child's progress and development.

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

Throughout the nursery, babies and children are extremely happy and well settled. They are highly confident as they engage in conversations and welcome visitors. Staff offer lots of positive praise and recognition for children's efforts and achievements. They are very attentive to the children, as they listen to their requests, willingly join in their activities and are fully aware of their individual needs. This supports the highly secure emotional attachments that have been formed between staff and children throughout the nursery. Children are polite and understand why they need to behave responsibly because staff offer careful explanations. They know what to expect through familiar routines and children enthusiastically learn to take turns and share equipment. The environment is rich in age-appropriate toys, games and resources, which are easily accessible to children to promote their learning and including access to the outdoor play area. The nursery staff and management have identified the outdoor environment as an area to develop further to provide even more opportunities for all children to effectively use this area all year round. Safety within the nursery is highly monitored. Children are unable to leave unattended and the secure entrance prevents people entering without the knowledge of the manager or staff. Regular emergency evacuation is practised with the children, ensuring they are familiar with the procedure and raising their awareness and understanding of how to stay safe.

Children's health and well-being is highly promoted. They are provided with very healthy balanced foods for meals and snacks. Food is cooked onsite by a qualified chef and assistant from menus that are devised by the company. Mealtimes are social occasions as children and staff sit together. Children are encouraged to be independent as they serve themselves and clear away their own plates. All children know and follow robust hygiene procedures with no prompting from staff. They know to wash their hands before eating and after using the bathroom. Developing an excellent awareness and understanding of their own needs and personal hygiene.

Children are extremely well prepared for the next steps in their learning. They are thoroughly supported in transitions within the nursery. All babies and toddlers have planned visits as they move to their next area. These visits are superbly well co-ordinated by the key persons in each area. They spend time with the parents and children to ensure their transitions are smooth and that secure attachments with the child's new key person can be made. Children moving on to school are extremely well supported in their transitions. Staff have excellent partnerships with the schools and arrange for teachers to visit the children in nursery prior to them moving to school. Staff have been innovative in easing transitions for the pre-school children as they purchase school uniforms from the schools and place these into the role play area where children are able to practise dressing and undressing and becoming familiar with their school uniforms. 'Transition bags' have also been innovatively used to ease children's move into their new environment. Children and parents are invited by staff to place familiar items, such as photographs of family members and pets, into their bags, which they then take to their new school. These are

used to help children settle as they can talk about what is in their bag, aiding their transitions further.

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

Comprehensive policies and procedures to promote children's health, safety and welfare are fully in place and are effectively implemented. For example, robust risk assessments of the premises, resources and accidents, which occur are regularly monitored and updated assure children's safety. Management have been exceptionally pro-active in implementing weekly risk assessments of accidents to enable them to act quickly to collate information and minimise further accidents. Staff are well deployed to ensure ratios are extremely well met and children are highly supervised at all times.

Staff give top priority to and are exceptionally secure in their knowledge of child protection. All staff are aware of the Local Safeguarding Children Board and of the nursery's procedures. The manager is the designated safeguarding officer and has a thorough understanding of her role. A highly secure and thorough recruitment procedure is in place to ensure staff are suitable to work with children. Management are highly involved in the practices of the nursery. They take great interest in the Early Years Foundation Stage and how staff are implementing it through their regular, focussed monitoring of staff performance and practice. Observations made by management of staff performance clearly focus on their ongoing professional development to ensure they are able to maintain and improve their already excellent knowledge and resourceful practice.

The leadership constantly pursues excellence in all areas of the nursery. They are inspirational to staff as they drive for further improvements and achievements to maintain their consistent high levels of practice. All staff are included in the self-evaluation process of the nursery. Parents are regularly asked for their opinions and ideas through parental questionnaires and any concerns or ideas are quickly acted upon, ensuring parents' views are valued and appreciated. For example, a 'You said. We did' board is displayed in the reception area, so that parents can clearly see how their ideas and suggestions have been implemented. Partnerships with other professionals are also highly effective. Children are very well supported by these excellent partnerships with agencies, such as the local inclusion officer and speech therapists, ensuring appropriate and purposeful support is implemented to fully meet children's individual needs.

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 | EY252525 |
| Local authority | Sheffield |
| Inspection number | 912106 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 84 |
| Number of children on roll | 152 |
| Name of provider | Kidsunlimited Limited |
| Date of previous inspection | 29/03/2012 |
| Telephone number | 0114 2369195 |

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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.

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.

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