

Kidsunlimited Nurseries - Little Flyers

Little Flyers, Thorley Lane, Ringway, Nr. Manchester Airport, WA15 8UN

Inspection date	08/10/2013
Previous inspection date	26/10/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 thrive in this welcoming nursery because they are valued as individuals. They settle in happily and enjoy all the activities provided for them.
- Staff support children's learning well as they consistently prompt their thinking through involvement in their play, helping to develop children's communication and language.
- Children are encouraged to work out their own way of doing things and solving problems without staff taking over or directing their play.
- Children's independence is promoted from a very early age and this means they become competent at many tasks, such as serving their food and pouring their drinks.
- Partnerships with parents are strong and their views and ideas are actively sought so that any improvements to the quality of care for children can be identified and acted on.

It is not yet outstanding because

- There is scope to further develop the outdoor area so that children's learning and development is fully extended and consolidated.
- Children do not consistently have opportunities to look at how things work, for example, a camera, compact disc player or other programmable toys.

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 spoke with the manager, staff and children.
- The inspector had a tour of the nursery.
- The inspector observed activities, mealtimes and snack routines.
- The inspector carried out a joint observation with the deputy manager.
- The inspector looked at policies and procedures, risk assessments, children's assessment records and staff files.

Inspector

Sally Smith

Full Report

Information about the setting

Little Flyers Day Nursery was registered in 2001 and is on the Early Years Register. It is one of a large chain of nurseries owned by Bright Horizons Family Solutions and operates from purpose-built premises close to Manchester Airport. There is an area available for outdoor play. The nursery serves the local area and airport community.

The nursery opens Monday to Friday from 7.30am to 6pm, all year round, except for Bank Holidays. Children attend for a variety of sessions. There are currently 60 children on roll. The nursery provides funded early education for three- and four-year-olds. It employs 19 members of childcare staff, of whom 15 hold appropriate early years qualifications at level 3.

What the setting needs to do to improve further

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

- develop the outdoor environment so that children have further opportunities to explore, use their senses and do things in different ways and on different scales than when indoors
- support children in using a range of information and communication technology and programmable toys even further so that they can look at how these operate and work.

Inspection judgements

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

The nursery is particularly warm and welcoming, with soothing music played in the entrance creating a calm, relaxed feel. Children happily go about their play, actively seeking out resources of their choice. In addition, staff organise a range of activities that children can elect to play with should they choose. The quality of teaching is good and staff demonstrate a secure understanding of how young children learn and develop. They are most effective at nurturing and giving care and attention to all, so that each child feels valued and included. They work together well, providing a very harmonious environment so that children are happy, engaged and enjoy their play. Staff deploy themselves particularly well for the benefit of all children. They know just the right moment to step in and join in children's games so that children's learning is challenged and extended. Equally, they are aware of when to let children take control of their own play and follow

their own ideas. They readily enter into meaningful dialogue with older children, taking into account what they have to say and providing careful and considered responses. This helps to extend children's speech, language and understanding. For example, while painting a leaf, discussions ensue about the lines and ridges on leaves. Children learn that these are called 'veins' and are used to transport water to the leaf so that it can have a drink and grow strong. This helps to develop their understanding of different living things. Younger children quickly learn baby signing and use this readily with staff during everyday play and routines, to express their needs. Staff tune into their other means of communication, such as babbling and early attempts at words. For example, a young child says 'eh oh' as someone walks into the room and a member of staff responds, 'Are you saying hello?', repeating the child's vocalisations and showing that they are listening fully.

Spontaneous and focused observations are used to assess children's learning, and staff keep detailed records of the progress they make. Parents are also encouraged to contribute their own observations. Staff use this information well to plan activities that are pitched at each child's level of understanding and to meet their differing abilities. Staff respond to children's observations and interests, incorporating these effectively into daily plans so that children enjoy what they do. For example, children notice as the leaves change colour and fall from the trees and that the days are getting shorter. Several children are interested in the stars and moon. Staff use this as a basis for ongoing discussions to support and extend their learning. This starts with a spider chart as a small seed is sown and grows and develops day by day. Children learn about planets and their different names. They talk about the changing seasons and what happens to the flowers, plants and trees. They discuss why some animals hibernate and what they do to prepare themselves for their long sleep during winter. This helps them to learn about living things and the environment and to develop a knowledge of the wider world. Children develop their physical skills as they have fun swishing through the leaves outside, bending down to gather them up for an autumnal display. They talk about the different colours and textures of the leaves, making comparisons as to whether they are large or small, rough or smooth.

Children develop their coordination and movement by riding on wheeled toys, and climbing and balancing on various pieces of equipment. They are proficient when using tools, such as spades to dig in the garden and paintbrushes, gradually learning to dab any excess paint on the side of the pot. They become more precise in the marks they make as they develop control and coordination with the tools they use. Consequently, their physical development is generally promoted well. However, the planning for activities that help children learn outdoors is not as effective as the planning for indoors. Resources are not as rich or plentiful as the choices inside. This means there are less opportunities for children to spontaneously investigate, explore and follow their own ideas.

Reading and writing skills are developed well by encouraging children to enjoy books in all areas of the nursery. Babies and young children develop their senses as they listen to various sounds, feel different textures and enjoy the suspense as they lift flaps to see what is hiding behind. Children browse through books in the attractive reading areas and also enjoy listening to stories as staff read to them. Voice intonation helps to bring the story alive and develop a sense of awe, wonder and surprise for children. They are asked to consider what might happen next and why. Sometimes children 'read' to their friends,

re-telling the story in their own words. Parents are encouraged to support their children's love of books at home by borrowing from the extensive range available. This helps children's early reading skills, particularly those who are moving on to school. Many pre-school children can recognise and write their name, and point to words and letters on the page. Children write letters, book 'appointments' when playing in the hairdressers and vets, and make lists when playing in the shop. These mark-making opportunities help to develop children's early writing skills.

Children show good levels of concentration and perseverance when choosing what to do. As they approach their transition to school, more focused activities help pre-school children with the skills they require for their future learning. For example, they sit in group activities, taking time to speak and listen. They become increasingly independent, for example, putting their coats on before going outside and helping with tasks around the room. They put their toys away when they have finished playing before moving on to something else. Children use the computer competently, selecting various programmes to promote counting, sorting and matching activities, helping to develop different mathematical concepts. However, there is scope to further increase the range of information and communication technology resources and equipment available so that children have further opportunities to look at how things work.

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

Staff are keen for children to settle happily into the nursery and place great emphasis on this from the start. Settling-in is very flexible and takes as long as necessary so that children forge close and secure attachments with their key person. Staff are committed to investing as much time as possible to listen and actively take on board what parents have to say about their child, reducing any anxieties they may have. As a result, children ease into nursery life well and quickly develop a sense of belonging. They feel confident and safe as staff promote all aspects of their well-being successfully. Transitions between rooms are particularly well managed and done as and when children are ready. The process is gradual and done at a pace to suit the child, so that they can acquaint themselves with the new routines and make new friends. This helps to build children's confidence and provides a firm foundation for their continued learning and development.

Equal opportunities are promoted well and all children are given the care, time and support they need to achieve well. Any form of discrimination is tackled and everyone is valued within the nursery. Children play with resources and share books which reflect diversity and disability. They sing songs reflective of the languages spoken by staff and children in the nursery. Different cultures are explored in a variety of interesting topics and discussions. For example, an African theme is used most successfully for children to learn about the different ways in which people go about their daily lives. Discussions about diet, hunger and poor water quality help them in learning that some people are often less fortunate than themselves. They make African drums and listen to traditional music, moving their bodies to the beat, helping to promote their physical development.

Children demonstrate a clear recognition of following good personal hygiene through the established and well-practised routines. They wash hands and attend to their own care

needs, with sensitive support when necessary from staff. For example, a child is gently reminded by a member of staff that he has a runny nose and asked to consider what he needs to do. He promptly fetches a tissue and then disposes of it correctly in the bin provided. Younger children also wash their own hands and faces with cloths after they have finished eating. Mealtimes are social occasions where staff and children sit together. Meals include a wide variety of foods to excite children's taste buds and introduce them to different textures and tastes. Meals are carefully planned by a nutritionist so that they are balanced and provide children with all the necessary food groups to promote a healthy diet. A healthy eating ethos is promoted at all times, and children learn that this helps them to have healthy bodies and grow up strong. Children happily try a range of different foods and menus from around the world so that their experiences of different flavours develop. Food tasting further helps to promote a positive attitude to new food experiences. For example, when reading a story about tropical fruits, these are later introduced to children to try for themselves, helping to make connections in their learning. Older children's independence is fostered as they carefully ladle their chicken casserole onto their plates, selecting as much or as little as they choose. They are reminded to take care as the food is hot. They follow these instructions well, demonstrating their awareness of safe practices. Younger children are encouraged to feed themselves as soon as they are able, helping to develop control and coordination over their movements. Staff are always on hand to provide support if needed. All children have access to regular drinks so that they can quench their thirst when required. Drinks are also taken outside so that children do not become dehydrated.

Well-established routines mean that children quickly learn what is expected of them. For example, children help to tidy away their toys, wash their hands and sit down ready for their lunch. Clear boundaries also mean that children know how to behave in all areas of the nursery. A child swings on his chair and is asked by a member of staff, 'Is that how we sit on our chair'? She asks the child to consider why this is inappropriate and his response demonstrates his understanding of why it is unsafe. Various visitors, such as the police and fire service, provide further opportunities for children to learn how to keep themselves safe in a range of situations. Children show care and concern for each other, for example, talking in quiet voices so that younger children can go to sleep. They enjoy each other's company, often playing cooperatively and helping each other during their play. They show a willingness to share and take turns, and wait patiently when required to do so. Older children clearly say when they do not want to do something, while younger children do so in different ways, for example, pushing their plate away when they have had enough to eat. This shows they are confident to express their feelings.

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

Staff's knowledge of safeguarding is secure and they are all aware of the necessary policies and procedures to implement in order to keep children safe. They are fully conversant with the signs and symptoms of abuse and how to report any concerns. The nursery's arrangements for safeguarding children are shared with parents, which helps to reassure them that their children are kept safe. Staff are fully aware of the whistle-blowing policy and would not hesitate to report any inappropriate conduct of their colleagues if this

compromised children's safety in any way. Mobile phones are turned off and remain locked away while staff are working and only permitted for use in designated areas, such as the staff room. Only the nursery camera is used to take photographs of children as they play. A generic risk assessment is undertaken for all areas of the nursery, and an audit of this carried out by head office to ensure that all hazards are identified and minimised. Daily checks record any hazards that staff need to be aware of for each of the rooms and the outdoor play area. Staff are deployed very effectively and correct adult-to-child ratios are maintained at all times. This helps to promote children's safety and well-being.

Rigorous vetting procedures ensure that all staff working with the children are suitable to do so. Their skills and ability to work with children are assessed through a comprehensive recruitment process followed by a thorough induction and probationary period. Once appointed, appraisals, supervision sessions and monitoring ensure that staff continue to deliver and implement all aspects of the Early Years Foundation Stage effectively. Random observations of staff practice, along with spot checks on planning, assessment and children's development folders, ensure that staff have a clear and accurate understanding of their key children's skills, abilities and progress. All staff receive valuable feedback so they know what to do to further improve their practice. Professional development is keenly encouraged and very much based on the individual development needs of the member of staff and their key interests, helping to develop and strengthen their skills.

The management team have an accurate overview of the nursery and there is a clear vision for future improvements. For example, they recognise there is scope to improve the outdoor areas to enhance children's learning and development. Priorities have been identified and an action plan in place so that this can be achieved as quickly as possible. The manager oversees the nursery well, and staff are confident in the support she provides. They are listened to and their ideas and suggestions are encouraged in order to secure ongoing improvements for all aspects of children's care, learning and play. Each month, a member of staff is nominated by parents, colleagues or one of the management team for something they have done particularly well. This may be their engagement with the children or parents, support for a particular child or anything that the nominee feels they have done well. This helps them to feel valued, included and proud of their achievements. The manager is keen for staff to have regular opportunities to meet together and share good practice and any concerns. This helps to create a strong and committed staff team where morale is high. They all support her drive and vision for continuous improvement. Periodically, staff deployment is reviewed and staff may move to different rooms and areas within the nursery to work. This often creates a fresh injection of new and exciting ideas to enhance the learning environments for children. The manager and staff attend training, use relevant research and read current early years literature to enhance learning outcomes for children.

Partnerships with parents are a strength of the setting, and staff go to considerable lengths to ensure they feel included. First and foremost, regular face-to-face discussions are seen as crucial in building up positive relationships based on openness and trust. A 'day in the life' report ensures parents of babies and younger children receive feedback regarding their routines, food intake, sleep patterns and what they have done during the day. Notice boards relay a variety of information about what is happening in the nursery, while leaflets and posters signpost parents to other services should the need arise. A

detailed website, regular newsletters, parents' evenings and workshops all provide a wealth of information about children's care, learning and development and how this is promoted in a variety of ways within the nursery. A 'parent nursery association' enables parents to contribute their views and ideas. Staff readily modify and adapt their practice following any feedback received. This shows their opinions are valued and respected.

Good links are made with schools to ensure that children's transfer is smooth when the time arrives. Staff ensure that children are well prepared for this transition, sharing information so that the school have a detailed picture of where children are at with their learning.

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	500129
Local authority	Manchester
Inspection number	915168
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	60
Number of children on roll	69
Name of provider	Kidsunlimited Limited
Date of previous inspection	26/10/2011
Telephone number	0845 365 2911

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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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