

Kidsunlimited Nurseries - NPL

National Physical Laboratory, Hampton Road, TEDDINGTON, Middlesex, TW11 0LW

Inspection date	01/10/2013
Previous inspection date	17/02/2011

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
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

- A well-established system of individual support from staff helps children form secure attachments and promotes their well-being.
- Staff work well with parents. They use effective systems for communication, which ensure that parents are involved in their child's learning.
- The recently appointed manager has begun to monitor and identify accurately the needs for the setting; she has robust plans in place for improvement.

It is not yet good because

- Staff do not always plan all sessions well to interact with children to fully meet their individual needs and interests.
- Children's independence and self-esteem are not always promoted throughout the routine care practices.
- Staff do not plan a wide range of outdoor experiences for all children that promotes learning and challenge for all children across the seven areas of learning outdoors.

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 and spoke with the children as they took part in activities in the play environment and in the garden.
- The inspector had discussions with the staff, regional operations manager, regional manager, quality improvement manager and the manager.
- The inspector sampled a range of documentation including children's records and safeguarding procedures.
- The inspector sought the views of some parents as they arrived to collect their children.
- The inspector and manager carried out a joint observation of practice.

Inspector

Claire Douglas

Full Report

Information about the setting

Kidsunlimited Nurseries NPL registered in 2009, and is one of over 200 nationwide nurseries owned by Bright Horizons Family Solutions. The nursery is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 97 children in the early years age range on roll. The nursery is in receipt of funding for the provision of free early education for children aged three and four. The nursery supports children with special educational needs and/or disabilities and children who are learning English as an additional language. The nursery operates from a purpose built building on the site of the National Physical Laboratories (NPL) in Teddington, Middlesex. The majority of the children attending have parents who work for NPL. All children share access to three enclosed outdoor play areas. The nursery opens each weekday from 7.45am until 6.15pm and is open 52 weeks of the year, excluding bank holidays. There are 36 members of staff who work at the nursery including the manager. Of these, 25 hold appropriate early years qualifications. One member of staff has Early Years Professional Status and the manager holds an early years qualification at Level 4.

What the setting needs to do to improve further

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

- ensure that staff fully understand their role to interact with children to meet individual needs and interests, especially during story and group times.

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

- ensure all routine care practices promote learning and develop children's independence and self-esteem
- enhance the outdoor environment to promote learning and challenge for all children across the seven areas of learning, by, for example, providing stimulating child accessible resources to encourage their curiosity

Inspection judgements

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

Staff have positive relationships with children and parents. They develop these as the children are introduced to the setting so that they understand their background and

needs. During this time, staff discuss children's routines and starting points with parents, enabling them to create a smooth move in to nursery. Parents are encouraged to gradually settle children, staying with them for as long as necessary. This helps to ensure that children settle quickly and that staff meet their individual needs appropriately. Staff record observations of children's achievements, identifying their targets to share with parents so that there is continuity of learning. They use relevant guidance to assess children's progress. The manager has co-ordinated required progress checks for children aged between two and three years. These are in the process of being completed by key persons and presented to parents when required. This means that parents are able to be involved in their children's learning.

Children take part in a range of activities, which help them make progress in their learning. This effectively prepares them for the next stage in their development and for school. Staff talk to children as they play, extending their language and communication skills. However, during care routines some staff focus on completing tasks, rather than taking time to promote self-esteem and independence. For example, when children came back from a walk, coats were taken off and hung up on pegs by staff. Children were not encouraged to undo their own zips, or find their own pegs. Staff support children's knowledge of mathematics when discussing how many pegs will fit in to the pegboards and counting them together. Children have opportunities to count throughout the day, singing number songs or counting the deer they see in the local park. This supports their mathematical skills through everyday experiences.

Young children have access to books and share these with staff, as well as with each other. The organisation of reading areas throughout the nursery and garden, do not inspire children's use and enjoyment of books. For example, several books were placed in the free flow area of the garden, all were old and torn. Children learn about different cultures and ways of living through celebrating a range of festivals. They also play with some small world figures, which represent people from a range of communities. Children develop their physical skills through daily challenges when using the nursery gardens. They laugh together as they pretend to be pirates whilst jumping in the wooden boat and take turns to balance along beams. They manoeuvre bikes and push along empty buggies. However, staff do not plan a wide range of outdoor experiences covering the seven areas of learning. For example, a box of bricks had been placed out side in the free flow area, this remained untouched all day. This means that opportunities for children's learning are not maximised outdoors. Also, the nursery arranges agencies to come in to do activities with the children, such as a tennis session. However, not all children are included in this activity and staff do not always plan a suitable engaging alternative, so some children are very disappointed not to be included in this session. Also, some activities, for example story times, are not always pitched well at children's individual ages and interests, which means that children do not get as much out of the session as possible.

Staff assess children's development. Individual development plans identify children's next steps. These are especially helpful for identifying when children need extra support. Staff share progress with parents through regular meetings, involving them in the children's learning. Verbal discussions take place daily, along with an 'about my day' sheet for the younger children. This ensures communications stay current and helps parents to continue

their child's learning developing stronger links between the setting and home.

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

Children are happy and settled. They form secure attachments with the staff that are warm and responsive to their needs. This supports their emotional and physical well-being. Staff arrange small group sessions to fit in with the babies and children's individual routines helping them feel settled and secure. Staff make sure the environment is safe and risk assess areas where children play. This means children's independence and confidence can grow as they move freely and safely around the setting. Children select from age appropriate, safe and suitable play materials. Children gain an understanding of risks and how to keep themselves safe as safety rules are discussed throughout the routine. For example, they gently talk to children about why it is not safe to bump in to others when riding. Children are also included in regular fire drills which enables them to learn about how to manage their own safety. Thirteen staff currently have paediatric first aid training and there is an appropriate system to ensure staff attend further training when appropriate. Staff obtain written permission from parents to seek emergency medical treatment if necessary. This helps to ensure children are cared for appropriately and staff know what action to take in emergencies.

Children's good health and well-being are given careful attention by the staff. Meal times are currently being monitored, to ensure the staff promote a relaxed, social occasion for all. Menus are designed promoting healthy eating. Snacks are provided such as fruits and vegetables. Older children help to serve their own lunch; they enjoy spooning carefully the required quantity of couscous onto their plates. This helps to develop independence and their personal, social and emotional skills. Some staff use meal times to discuss and develop children's understanding of the benefits of healthy eating. Children happily explain how eating the broccoli will make them 'feel strong'. Suitable systems are in place to ensure children receive the correct foods whilst at the nursery. For example, if the child has allergies, their food is labelled and brought out on a red plate. Children understand the importance of good hygiene. They are beginning to understand that washing their hands before eating prevents them from becoming ill. They enjoy exercise and fresh air daily.

The staff team generally follow appropriate procedures when assisting children with their personal care. For example, nappies are changed regularly and staff complete charts so that parents are kept up to date, however, close interactions do not always occur between staff and children throughout this routine to support children's understanding of these routines. Staff make use of disposable gloves when necessary, which helps reduce the risk of cross contamination.

There are systems in place to support children who are learning English as an additional language. Small group times help to develop children's language and social skills. Children who have additional needs are supported. Key staff work closely with other professionals such as physiotherapists. This helps to enable the children to make suitable progress. Staff support children's understanding of the need to share and take turns and to respect each

other's feelings. They act as role models praising children to thank them for achievements, throughout the routine. As a result, children are aware of their boundaries and expectations for good behaviour.

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

The staff team understands their duty to protect children. There is a comprehensive safeguarding policy and procedures in place, which staff know and implement. All staff have been enrolled on to a safeguarding course and receive ongoing training. This helps them to promote children's welfare effectively. The staff and management have a good understanding of the need to notify Ofsted of certain events. Daily risk assessments help to ensure that staff remove potential hazards and all aspects of the environment are suitable. Robust recruitment and vetting procedures help ensure adults working with the children are suitable to do so. This helps to ensure that all children are cared for by qualified staff. There is a clear system to ensure staff deployment is effective, and adult to child ratios are met at all times. The manager identifies when she requires additional staff and uses a supply team. Consequently, there are always sufficient, qualified adults working directly with the children. The manager ensures that all staff have regular opportunities for supervision and appraisals. Ongoing suitability, performance targets and training needs have been identified and action plans put in place. This helps all staff to expand their knowledge, improving outcomes for children.

The manager works alongside staff, monitoring identified weaker areas, acting as a good role model and observing practice. Staff observe, record, and have begun to track children's achievements in accordance with their age and stage of development. The manager oversees this process to ensure that all children are progressing in their development, however staff are not all as confident as each other to engage as well as possible in all activities. Staff are encouraged to feedback their views on management and team decisions. This system encourages staff to reflect on their practice and helps with assessment of the quality of the provision. The manager checks the effectiveness of the provision through continuous monitoring of practice. Self-evaluation processes have recently begun to assess how well the provision meets the requirements of the Statutory Framework for the Early Years Foundation Stage. Staff and parents are encouraged to contribute to this process. Staff provide input at regular team meetings and parents contribute through questionnaires and verbal feedback. Plans for improvement are robust and accurately identify the needs of the nursery. Staff develop good partnerships with parents. Parents and carers express positive comments about the setting. They acknowledge how staff provide a happy and caring environment. The management team describe good systems for sharing information with other agencies where relevant. Links are made with other settings to share good practice. Relationships with the local primary schools are developing to help provide continuity of care and 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

Unique reference number	EY392290
Local authority	Richmond upon Thames
Inspection number	933948
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	80
Number of children on roll	97
Name of provider	Kidsunlimited Limited
Date of previous inspection	17/02/2011
Telephone number	0845 3652900

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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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