

# Kidsunlimited Nurseries - Long Road

Robinson Way, CAMBRIDGE, Cambridgeshire, CB2 0SR

<b>Inspection date</b>	21/10/2013
Previous inspection date	12/03/2013

<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		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 benefit from plenty of fresh air each day as they access a wide variety of experiences in the outside learning environment. Children confidently choose and initiate their own play, which promotes their independence well.
- Children are relaxed, happy and eager to become involved in the activities. Time spent gradually settling children into the nursery at the start of their placement encourages their feeling of safety, enabling them to form strong bonds of attachment with their key person. Therefore, their needs are met very well.
- Children's behaviour is very good. Staff are good role models and encourage children to take turns, be considerate to others and share the toys provided.
- Children's learning is promoted well through a wide range of interesting activities. Staff recognise the importance of taking account of children's interests to promote their learning through play.

### It is not yet outstanding because

- Some children are not always supported in developing their very good skills as they use tools; with specific reference to their use of cutlery at lunchtime.
- Children do not always see words and labels in various languages, therefore, their rapidly developing understanding of the wider world is sometimes not promoted 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.

## Inspection activities

- The inspector held a meeting with the deputy and the business manager of the provision and spoke to staff and children at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to on the day of inspection.
- The inspector observed activities in all rooms and the outdoor learning environment.
- The inspector looked at a selection of children's assessment records and planning, evidence of suitability of practitioners working within the setting, the provider's self-evaluation and a range of other documentation.

## Inspector

Tracey Boland

## Full Report

### Information about the setting

Kidsunlimited Nurseries - Long Road is one of a national chain of nurseries run by Bright Horizons Family Solutions and is registered on the Early Years Register. It opened in 2005 and operates from a purpose-built, two-storey building situated in the grounds of Addenbrookes Hospital in Cambridge. A lift is available to access the first floor. There are enclosed areas available for outside play.

The nursery is open from 7am until 6pm all year round with the exception of bank holidays. Children attend for a variety of sessions. There are currently 198 children attending who are in the early years age group. The setting supports a number of children who speak English as an additional language.

The nursery employs 49 members of childcare staff. Of these, 24 hold appropriate early years qualifications at levels 2 and 3, including one with Early Years Professional Status. Three staff members are working towards level 3 and one member of staff is completing a Foundation Degree in early years and childcare. The setting receives support from the local authority.

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

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

- consistently enable children to use appropriate equipment effectively and safely; with specific regard to using appropriate cutlery at mealtimes.
  
- provide further opportunities for children to develop their very good understanding of different languages and to see their home languages by, for example, displaying them within the nursery.

### Inspection judgements

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

Staff plan a wide variety of activities that take account of the individual needs of the children they care for and their future learning needs. Activities that are shaped by adults are also planned using the information gained from the detailed observations and assessments completed by the staff. The transition from home to nursery is encouraged through the gradual settling-in visits that take place that are led by the child, their needs

and that of their families. Comprehensive information obtained from parents at the start of each child's placement enables them to effectively meet their needs, especially with regard to the starting points in their learning, their likes and dislikes. Children enter rooms that are exciting, interesting and stimulating and staff prepare the playrooms to enable children's interest to be gained as soon as they walk in. Staff understand how children develop through play and children access a wide variety of resources to support and enhance their learning. Displays reflect the activities children have enjoyed, which encourage them to talk to their parents about their day. Their artwork enhances this vibrant environment and gives children a sense of pride and achievement.

Children develop a good understanding of diversity and the wider world through the displays, toys, books and cultural celebrations they are involved in. Photographs are used effectively of children and their families, and staff encourage children to talk about the similarities and differences they can see. Staff work closely with families who have English as an additional language to gain key words and phrases to enable them to communicate with their child. They ensure that they can pronounce words correctly and share them with the children. However, although labels are used within the setting to enhance children's understanding that print carries meaning, there are fewer labels reflecting the different languages used by the children. Therefore, occasionally, their awareness of the wider world is not promoted as effectively as possible.

Children learn how to care for living things as they have access to several large African snails, fish and two large guinea pigs. They learn the importance of being gentle when handling them and eagerly feed them foods, such as cucumber they have left after snack. Children thoroughly enjoy technology and access a wide variety of resources that enable them to develop their understanding of this. For example, using the computer alone, with their friends or with the support of staff, they move through games and programs developing increasingly good control of the mouse. They use remote controlled cars and bugs that they programme to move in a specific way and for a specific amount of time. Younger children and babies have many activity toys, which have buttons to press and flaps to lift to gain a response, such as flashing lights and music.

Children have many opportunities to enjoy and develop their senses using various mediums, including gloop, shaving foam, sand and water. They mix materials together and talk about how they feel. Staff introduce and repeat lots of words for the younger children to become familiar with, for example, 'squidgy and soft'. Staff encourage children's vocabulary through the questions they ask, extending their thinking and allowing time for children to consolidate their reply before responding. Children's independence is continually encouraged, especially with regard to their personal care needs. For example, toddlers and older children access the bathroom, washing their hands at appropriate times throughout the day, supported by staff as appropriate. This ensures their independence is continually nurtured.

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

Children benefit from a gradual introduction into the nursery as time is spent getting to know them, their families and their individual needs, which are discussed in detail and recorded. This supports children very well during the transition from home to nursery and encourages their feeling of security. Transitions to school are also managed effectively so there is continuity in children's learning and care. The key person system works well. Effective communication between key persons and parents each day ensures any changing needs are known and addressed and parents are fully informed of their child's progress and achievements. Parents are also informed of what their child has eaten; sleep patterns and personal care needs that have been addressed throughout the day. Babies benefit greatly from close relationships they have formed with staff. Cuddles and affection are readily given and received and each child's individual routines, such as sleep patterns and feeding, are incorporated into their day. This ensures their emotional needs are met extremely well.

Children enjoy a wide variety of nutritious foods throughout the week, which are freshly prepared each day by the cook. These include fresh fruit and vegetables and foods from around the world, which broadens children's taste. Staff seek detailed information from parents about particular dietary requirements, which are recorded and respected. An effective, colour coded recording system ensures that all staff are fully informed of each child's particular needs. Effective routines within the kitchen and the nursery ensure that children do not come into contact with foods that are known to be a risk to individuals. This includes the use of specific coloured plates and cups, labelling of meals with the child's name and requirements and a nominated member of staff each day taking full responsibility for ensuring children do not come into contact with unsuitable foods. Where there is a high risk, all equipment, including staff aprons, are red, indicating great care must be taken. Staff are knowledgeable of these routines and the policies that guide their practice. Written assessment of risks further identify and highlight the care taken by staff to ensure children do not come into contact with foods that are known to be a risk.

Mealtimes are very social occasions as the children sit chatting to their friends about their day. Younger children's social and communication skills are enhanced as staff have a focus each day, for example, a puppet or mirror to encourage children to talk about what they can see. Children are, generally, encouraged to become independent by serving their own foods, however, although knives, forks and spoons are provided for children, staff do not always provide cutlery more suited to the individual child's ability or meal. For example, some children may prefer to use a spoon and fork when eating their kedgeree, rather than a knife. As a result, children are not always fully supported in gaining the skills they need to use cutlery well. All children learn appropriate hygiene routines, which are also displayed as a reminder throughout the day. Staff model good hygiene routines also, washing their own hands at appropriate times throughout the day. Staff support children with potty training and toileting as needed and babies' personal care needs are met well throughout the day.

Children behave very well and children are kind and considerate towards each other. Staff are calm, caring and consistent in their approach to behaviour and, as a result, children understand what is expected of them. All children receive praise and encouragement, which is further compounded by happy facial expressions used by staff to show all children, especially babies, how pleased they are with them and their delight in what they

are doing. Children learn about keeping themselves safe both indoors and out. Children learn the importance of not running indoors, to use scissors carefully and to be gentle when having contact with the nursery's large African snail. Pre-school children are encouraged each day to be safe and they have free access to the garden and have to go down two flights of stairs. They understand the importance of holding onto the handrail and walk carefully down the steps, where they are greeted by a member of staff. The environment is maintained to a high standard and safety has been addressed well, for example, high handles on doors to ensure that children cannot leave their rooms unsupervised. Security is very good and access to the nursery is only via a member of staff. All visitors are asked to produce identification and have to sign a record to state when they were on site. Staff ensure the environment is healthy and safe and all areas are checked prior to the children using them. Resources are checked to ensure their ongoing suitability. As a result, children remain safe.

Children enjoy their time outdoors and all rooms have their own garden. This allows children to access the outdoors as they wish to, gaining plenty of fresh air each day. Staff utilise the areas well, enabling great freedom for children to run, climb and use wheeled toys. Older children enjoy the newly created mud kitchen. This allows them to dig, mix and pour water into the soil and use kitchen utensils to mix the water, mud and leaves they have collected in large bowls. Through music and movement babies and children learn to move their bodies with control and coordination and follow clear actions, for example, when singing the superman song. Children's understanding of rhythm and beat is further enhanced as they use many instruments and natural materials to make sounds while singing. Babies have ample space to crawl and move around, with low-level furniture enabling them to pull themselves to standing and move around the room. Displays reflect activities, such as 'tummy time,' giving parents ideas and suggestions as to how they can continue their child's physical development at home.

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

Staff have a good understanding of their role and responsibility in protecting children from abuse and neglect. Training in relation to safeguarding children is accessed to ensure all staff remain knowledgeable of the procedures to follow to maintain children's safety and well-being. All required checks are completed to ensure staff are safe and suitable to be in the proximity of children and they, therefore, remain safe. Well written policies and procedures are in place, reflecting the ethos of care and are shared with parents. Staffs' knowledge of policies and procedures is maintained as the nursery has a policy of the week and month, which keeps them fully conversant with good practice. This includes a policy regarding medication and all staff hold first aid qualifications, which help staff to further enhance children's safety.

Training and development is a priority. The nursery provides mandatory training for all staff, including first aid, safeguarding and behaviour management and staff also take into account the needs of the children when identifying appropriate training. For example, some staff have recently completed 'super hero' training to identify ways of encouraging

children's imagination and role play. Staffs' knowledge of the learning and development requirements is continually enhanced through team meetings, supervisions and through cascading information from the local authority and training courses attended. Any changes are implemented immediately. The manager monitors the quality of practice within the nursery. This is done by completing peer on peer observations, looking at observations of the children and staffs' assessments to ensure children's learning needs are being identified and planned for appropriately. Consequently, children progress very well.

Robust recruitment and selection processes ensure that all staff working with children are safe and suitable to do so. Clear planning ensures that staff to child ratios are adhered to at all times, maintaining children's safety. The management team and staff have formed strong relationships with other professionals involved in children's lives, enabling them to continually meet the needs of the children. This, alongside the excellent partnerships that have formed with parents, ensures very good communication and continuity of care for their child. As a result, all children's needs are known and met very well.

The management team and staff value the views and opinions of the parents and carers using the nursery and gain these through discussion and the use of questionnaires. Parent's comments are also sought during the regular parent's evenings that take place, while looking through their child's learning journal and discussing their child's placement. A newly established parent's forum also enables parents to voice their opinions. Parents spoken to during the inspection spoke very highly of the care they and their children receive. They feel able to talk to staff about any part of their child's placement as they are kind and approachable and that their children's needs are met extremely well. Staff keep them up-to-date with progress, any achievements and know the children very well.

The management team and staff have worked extremely hard since the last inspection to address the issues raised. Through ongoing training, discussion and re-capping their knowledge, they have broadened their awareness of the differing behaviours children display as part of their learning, such as schemas, which have been shared with parents. Peer on peer observations and the use of supporting documentation regarding child development enable staff to clearly identify children's learning and next steps. Children now have a vast variety of resources to extend and encourage their understanding of technology, including computers, remote controlled cars and cameras.

## 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>	EY309174
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	939331
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	152
<b>Number of children on roll</b>	198
<b>Name of provider</b>	Kidsunlimited Limited
<b>Date of previous inspection</b>	12/03/2013
<b>Telephone number</b>	01223 249566

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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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