

Kidsunlimited Nurseries - Countess of Chester Hospital

Countess of Chester Hospital N H S Trust, The Countess of Chester Health Park, Chester, Cheshire, CH2 1UL

Inspection date	14/11/2013
Previous inspection date	15/04/2013

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

- The beautifully resourced indoor and outdoor environments are utilised well by staff to provide a good range of learning experiences which ensure many opportunities to extend children's knowledge in all seven areas of learning.
- Children with special educational needs and/or disabilities have excellent care, which means their parents are very confident that their physical needs will be met and their learning will be carefully supported to make the most of their abilities.
- Staff promote a relaxed, calm atmosphere, and this supports children of all ages to develop warm bonds with staff, which means they are confident, inquisitive and interested in exploring and learning.
- The supportive senior management team is committed to continual improvement and regularly reviews practice in the nursery. Staff's performance is actively monitored. They are well supported to develop their teaching skills to further enhance the learning experience for children and are very clear about their role in safeguarding children.

It is not yet outstanding because

- There is scope to widen information provided to parents about how they can extend their child's learning at home, and to expand information gathered from them about their child's abilities in the specific areas of learning, to inform the planning of activities.

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 activities in the main playrooms.
- The inspector held meetings with the manager of the setting and undertook a join observation during the late morning session.
- The inspector looked at children's assessment records and planning documentation, and a selection of policies and children's records.
- The inspector reviewed the suitability checks and development records for staff working with the children.
- The inspector took account of the views of parents spoken to on the day and the provider's self-evaluation and improvement plans.

Inspector

Sarah Rhodes

Full report

Information about the setting

Kidsunlimited Nurseries - Countess of Chester Hospital was registered in 1994 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of 200 provisions owned and managed by Kidsunlimited which is part of Bright Horizons Family Solutions. The nursery operates from a purpose-built building and is situated in the grounds of the Countess of Chester Hospital, Chester. The setting serves the local area and staff employed at the hospital, and is accessible to all children. There are two enclosed areas available for outdoor play and an outdoor classroom.

The setting employs 19 members of childcare staff, 17 of whom work directly with the children. Of these, one holds Qualified Teacher Status, one holds an appropriate early years qualification at level 4, 14 hold qualifications at level 3 and one has level 2. One member of staff is working towards a level 6 qualification.

The setting opens Monday to Friday all year round, except for Bank Holidays. Sessions are from 7am until 6pm. Children attend for a variety of sessions. There are currently 98 children on roll who are in the early years age group. The setting provides funded early education for three- and four-year-olds. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

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 information given to parents, which assists them in supporting and extending children's learning at home, and expand the information gathered from parents about their child's abilities at home to further enhance planning of children's learning experiences.

Inspection judgements

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

The nursery promotes children's learning and development well because the staff have high levels of qualifications and ongoing training and mentoring. This means that they are continually improving the methods they use in their teaching and their assessment of children's learning. For example, toddler room children are encouraged to extend their concentration and understanding at rhyme time. This is achieved through staff identifying the area for development and developing a solution. They now sometimes use puppets and props during group times. The staff have gathered these props to make themed rhyme time or story sacks to support the children. Staff are also well supported to improve and develop their methods of observation and planning. They are currently implementing

a new assessment system which assists all staff to support the children to achieve the next steps in their learning. This is achieved through clear communication of the goals key persons have identified. At the start of the placement staff build strong relationships with children and their parents. They work with parents to gather information about their child's abilities, to build a picture of the starting points in their development for all seven areas of learning. Once children start attending, observations are undertaken to ensure staff quickly establish their own thoughts about children's abilities. Ongoing observations are used to periodically inform the tracking sheets, which measure children's progress across all areas of learning and set next steps in their learning. New summary sheets have been introduced to provide a clear record of children's progress every six months to ensure parents and other professionals are kept well informed of children's development.

The staff ensure a summary of children's development is produced for parents in time for the progress check at age two. Any areas of concern that staff identify as potentially needing to be addressed with the help of external agencies are shared with parents. Children with additional needs have extra summaries produced where this is required, to assist other health professionals in their assessment of children's needs. This ensures the nursery can fully support parents through any referral and assessment processes and that learning opportunities make the most of children's abilities. This means parents feel their child is very well supported to make the best possible progress in their learning. Parents are also encouraged to share information about issues that may affect their child's ability to learn, for example, recent illness or tiredness. The nursery has identified the need to extend the exchange of information to encourage parents to provide more information about their child's ability at home, especially in the specific areas of learning, on an ongoing basis. Children are helped within the nursery to develop the skills required for the move into a reception class as they take part in activities which become increasingly more focused and that develop their self-care skills.

Parents feel well supported by staff with regard to developing their understanding of how to help and support their child's learning at home in preparation for the transition to school. For example, older pre-school children are encouraged to take a book home and share in reading this with their parents in a similar way to a reception class child. However, there is scope to extend this further to provide parents with information about other activities which could be reinforced at home, such as the phonic letter activities the children enjoy. Children who speak English as an additional language are well supported. Key persons work in partnership with parents to identify key words and routines which support children's understanding and confidence. This provides children with opportunities to make connections between their home language and English, supporting their learning and preparation for the transition to school. The calm but industrious environment that staff develop provides children with interesting and extensive indoor and outdoor spaces and activities which cover all areas of learning. Numbers are used for a purpose in routine activities as they count the number of children going outside or the number of spoons needed for lunchtime. Imaginative play supports children's development as staff provide writing implements and paper so children can practise their early letter formation as they write a list of orders as a waiter. The rehearsals and performance of the nativity play provide opportunities for children to develop their confidence, self-esteem and memory as well as develop an understanding of a significant cultural event. Babies also enjoy a wide range of experiences, with access to sand play and a sensory area along with traditional

baby toys. Staff provide many opportunities for children to optimise their language and communication skills, and children become confident communicators both in one-to-one situations and in groups. Babies have lots of warm sing-song conversations with their carers, while toddlers and pre-school children grow increasingly independent. For children with communication difficulties, key persons work carefully to support and extend the speech they are developing, using sign language to reinforce spoken words. Children's successes are celebrated, which makes learning joyful for all. They are able to link concepts of time and nature to language as both toddlers and pre-school children discuss what is happening with the weather or take care of vegetable plants.

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

The processes to help children settle into the nursery are highly effective. Parents feel very welcome to visit at any time. They are encouraged to have as many visits as they need to help children settle as part of the transition between home and the nursery. Staff understand the importance of monitoring children's well-being to ensure they are able to respond to any issues, especially when children first start to attend. There are strong relationships between children, parents and their key person. However, parents also say that they feel very comfortable in working with all staff in their child's group room. Children enjoy cuddles and warm interactions, with the staff responding quickly to their needs. This means children are ready to explore and learn because staff address any issues about their emotional well-being promptly. Where children are identified as having special educational needs and/or disabilities, the help and advice of other professionals is sought to ensure their well-being is maintained and their needs are met. Staff show high levels of skill in working with children with a range of complex physical disabilities and special educational needs. This means parents are very confident that their child will be safe and well cared for. They praise the staff for treating their child like all the other children and minimising differences created by their condition.

Transitions between rooms in the nursery are well managed, with children only moving when the time is right for them and their parents. Children make visits to their new room in the weeks before they move. This ensures they are well prepared and staff have had time to get to know the children. Older children are prepared for the transfer on to school during their time in the pre-school room, as they develop their independence and make visits to the local reception class to get used to the atmosphere of a school. Staff ensure all schools that children transfer to receive invitations to visit the nursery and a transition booklet setting out children's attainment. Children's behaviour is very good. Staff help children think about other people's feelings and they learn to negotiate and share equipment with their playmates. Even children in the baby room show care and compassion for other children when they are unsettled. The atmosphere is warm and cooperative.

All children, including the babies, develop healthy lifestyles. They are able to enjoy and explore the natural environment in the outdoor provision. They have ample opportunity to enjoy exercise in the fresh air, either in the big grassed play area or the pre-school play area. The provision of all-weather splash suits for children to wear means they go outside even when it is damp. This ensures they develop an attitude that exercise outside is a

normal activity for any time of year. Children's dietary needs are met through the provision of freshly prepared meals, and the dedicated cook ensures they are well balanced and attractively presented. Staff are very aware of children with food allergies, and robust processes are in place to ensure children are kept safe. For example, where children require specially prepared meals, these are plated onto red plates and room staff sign to acknowledge that they have received the special meal for the child. Where children find mealtimes stressful, staff provide food play activities to reduce children's anxiety when faced with food; this supports happy, social mealtimes. Toddlers and pre-school children develop self-care skills as they serve themselves their snack and lunch. All children are encouraged to develop their ability to manage their hygiene needs, such as washing their hands before meals. The layout of the rooms allows children to make choices for themselves from a range of equipment in low-level containers. Children are encouraged to keep themselves safe through discussions and activities, such as undertaking emergency evacuations or on walks around the campus to develop road safety skills.

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

The children benefit from a nursery which as part of a very large organisation has a strong management team both working in the nursery and at area level. All are committed to providing a high quality service, which strives to continually improve. They are proactive in ensuring the nursery provides a good service. This starts with appropriate recruitment procedures and induction processes which ensure staff's suitability is established when they are employed. Ongoing checks are in place to ensure staff remain suitable to work with children. In addition to clear recruitment procedures, children are safeguarded through the implementation of clear policies and procedures, which ensure staff can identify child protection concerns and take appropriate action. The inspection took place following notification to Ofsted, by the provider, of an incident involving a staff member's behaviour. The manager promptly informed all relevant agencies and followed their advice when carrying out a full review. She has ensured children are fully safeguarded and high standards are maintained. Staff are very clear that it is their responsibility to ensure children are safeguarded and they feel very well supported by the nursery's management team when any concerns are identified. They work with other professionals to support children and their families to ensure children are safe from harm and helped to thrive. The building and grounds are secure, which ensures that children cannot leave unaccompanied and helps staff manage the entry of parents and visitors. Staff undertake risk assessments of the premises and outings to ensure any concerns are managed to reduce danger for children. If accidents happen, the managers are proactive in reviewing procedures to see if anything further needs to be done to reduce risks to children.

Ongoing appraisals and interim meetings between appraisals are undertaken with all staff members to help drive improvement in teaching and identify training requirements. The manager and room supervisors proactively monitor the quality of care and teaching to ensure best practice is encouraged, by undertaking observations of staff working with the children. Should any issues arise these are dealt with promptly by providing additional training or guidance. High levels of qualifications and frequent, ongoing in-house training

have a very positive affect on the quality of the learning experience for children. The managers also encourage all staff to be involved in self-evaluation so they can draw on everyone's ideas about how to enhance the provision further. The nursery managers have ensured the recommendation made at the previous inspection has been addressed.

Partnerships with parents and carers are good because staff developed a number of ways to help them feel comfortable and welcomed. Parents exchange information with staff at the beginning and end of the day. They also have parents' notice boards, newsletters and surveys to gather parents' comments. Parents' evenings allow parents to visit the nursery at a more relaxed pace and learn more about their child's learning environment at a time which suits them. As previously stated, there is scope to extend further the information exchange with parents with regard to learning and development. Partnerships in the wider context are used to develop the quality of education. The nursery links with other professionals to help children with special educational needs and/or disabilities. They realise the importance of early intervention for children with additional needs, ensuring that services are in place to support a child when they transfer to school. The nursery is well aware of the importance of developing links with the other providers of the Early Years Foundation Stage where children attend more than one setting. The nursery has links with schools to support the exchange of information to meet children's needs and facilitate their transfer to other provisions.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	305135
Local authority	Cheshire West and Chester
Inspection number	942069
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	60
Number of children on roll	98
Name of provider	Kidsunlimited Limited
Date of previous inspection	15/04/2013
Telephone number	08453 652925

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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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