

Kidsunlimited Nurseries - Oxford Business Park

Plot 9850, Garsington Road, Cowley, Oxford, OX4 2JZ

Inspection date	06/03/2014
Previous inspection date	15/04/2013

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 requires improvement

- Staff and parents work well together to share information about their children which supports their learning and development at the nursery and at home.
- Children make sound progress as they enjoy a variety of play resources and staff plan a suitable range of interesting activities based on children's interests. They encourage them to explore new things to spark their curiosity.
- Staff are trained and knowledgeable about how to keep children safe and secure. They follow appropriate safeguarding procedures and risk assessments to ensure that children are safe.

It is not yet good because

- Systems for the monitoring and deployment of agency staff do not always promote children's learning.
- New staff in the toddler room are not well deployed to meet the care needs of all children.
- Staff do not consistently support children to use their home language during their play.

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 inspectors observed activities and quality of teaching in all the playrooms and the outdoor play area.
- The inspector spoke to parents to gather their views.
- The inspector discussed practice with the manager and staff.
- The inspector sampled records and documentation, including children's progress records, safeguarding documentation, registers, policies and training records.
- The inspector carried out a joint observation with the manager.

Inspector

Victoria Weir

Full report

Information about the setting

Oxford Business Park (KidsUnlimited) opened in 2000, and in 2013 was acquired by Bright Horizons Family Solutions, a national chain of privately owned settings. The nursery is located in a business park development in Cowley, Oxford. Children attend from a wide catchment area. The nursery operates from purpose-built premises over three floors with enclosed outdoor play areas. It operates on weekdays from 7.30am until 6pm all year, except for bank holidays. There are 150 children on roll in the early years age range. It is also registered on the compulsory and voluntary parts of the Childcare Register to care for children over five years, although currently has no children in this age group on roll. It supports children who learn English as an additional language and children with special educational needs and/or disabilities. The nursery provides free early education for three- and four-year-olds. The nursery employs 48 staff, of whom 32 work directly with the children; of these 22 hold relevant qualifications at level 2 or 3; and 12 are working towards further qualifications.

What the setting needs to do to improve further

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

- improve ways of monitoring the training and development needs of agency staff, so that they are fully supported to provide effective teaching for all children
- deploy new staff and agency staff effectively to ensure that children are consistently cared for by familiar staff who know them and their needs well.

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

- extend opportunities for children to develop their home language in their play and learning.

Inspection judgements

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

Overall, staff have an appropriate knowledge of the Statutory framework for the Early Years Foundation Stage and provide a range of activities that capture children's interests. They support children's physical skills, communication and language and personal, social and emotional development appropriately. Children make steady progress towards the early learning goals and are working comfortably within the typical range of development expected for their age. However, while some staff are very good at supporting children

and asking appropriate questions during activities, agency staff lack the necessary experience and skills to ensure all children receive the same learning experiences. This means there are inconsistencies in the quality of teaching which mean that some children's progress is not supported as well as others.

Staff gather information about children's learning from parents on entry and use this information as a starting point. This information provides staff with the knowledge they require to help them plan for children's future learning needs. The nursery room staff come together routinely to discuss children's individual capabilities. They agree next steps in children's development, which they then incorporate into planned activities. Staff make precise observations and assessments of children's progress. The process promotes progress for children in all areas of learning. Required progress checks for two-year-old children are in place, providing detailed information to parents about their children's progress. Parents contribute to children's learning records and tell staff what their children have been doing at home so that they can build on their experiences.

Staff are enthusiastic and have a playful approach with children which means that children are keen to learn. Most staff talk to children routinely throughout the day, narrate their play, and extend discussions to support children to make links in their learning. For example during a colour mixing activity, pre-school children are supported to talk about a previous colour mixing activity and notice the colours around them. Staff encourage them to share their experiences of playing with paint at home, and make predictions about what will happen when colours mix. Focused group time activities, help older children to develop good listening skills. For example, when children take turns to recount and retell the story of Snow White together, staff model good listening skills. They remind children to give each other time to prepare what they want to say. Children are developing skills for the future as staff teach about letters and numbers and shape through everyday play activities. Staff plan targeted activities for older children who will soon be attending school. For example, children count in their singing, name shapes in their drawing, and develop the language of mathematical concepts. Staff model words during their play such as 'up, down, little', whilst older children use story boards to develop their emerging abilities to read and write.

The nursery has some procedures in place to support children with English as an additional language and those with communication difficulties. For example, they use photographs for labels, some staff use signing to help children understand the routines and activities and some staff are aware of basic words in children's home language. However, not all staff are aware of the strategies which support children to make good progress at learning English as an additional language. Children with an identified special need are well supported through effective team work between the managers and the key persons which ensures that any gaps in children's learning are closing. Reception class teachers are invited into the nursery to share information about children's learning and documents are completed to pass on to school. As a result, children are well supported as they move on to the next stage in their learning.

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

The staff understand the importance of building relationships with children and their families from the outset. The staff offer home visits to families before children start at the nursery. This enables children to meet and play with their key person to ease the first days at nursery. Parents report that they feel welcome and that staff use strategies to engage them in their child's everyday care and learning. Staff work well with parents to encourage children to learn about and celebrate their differences. For example, staff plan themed days which celebrate children's own cultures, such as an American day.

Children's personal, social and emotional development is supported well overall, as they experience success and know their achievements in all areas of their life are valued. Children respond to positive praise and encouragement as they persevere with tasks. Staff support children's positive behaviour as they explain about sharing and talk about how children's actions affect the feelings of others. Staff are fully aware of the need to manage behaviour in an appropriate way that is relevant to individual children's ages and stages of development and their level of understanding. Children moving between nursery rooms spend time playing in their new room alongside their key person. Staff update their learning story records so that each child's new key person gains knowledge of children's favourite activities and their preferences in care routines. This enables staff to provide consistency in care and learning for each child. However, at times, new staff that are unfamiliar to children are deployed to help them settle to sleep. This means that there is a difference in the quality of how children's care needs are met depending on which room the children are in.

The nursery offers a welcoming environment with photographs of children's play and activities on display. Children have access to a sound range of resources indoors and outside that are age and stage appropriate. All children benefit from fresh air and physical activity outdoors. This outdoor time promotes children's physical skills and good health securely.

Staff teach children to manage their own personal care needs in readiness for school. For example, pre-school children serve themselves at mealtimes, and pour their own drinks. Babies are encouraged to feed themselves, with the sensitive support of their key person. Meals are freshly cooked on the premises. The nutritious diet helps to ensure that children keep well and are motivated to learn. During meal times staff support children to develop an awareness of healthy eating as they discuss the food, and discuss children's choices and preferences. Children enjoy learning about staying safe and being clean as they sing songs during hand washing and remind each other about playing safely outdoors.

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

The manager has a clear understanding of her responsibility to meet the requirements of the Statutory Framework for the Early Years Foundation Stage. All staff have recently undertaken safeguarding training, to update their knowledge and skills in this area. As a result, they have a good understanding of what to do and who to contact in the event of a

cause for concern, which means children are protected from harm. Effective risk assessments and health and safety procedures minimise hazards and reduce the risk of accidents, to ensure children can learn and play in a safe environment. Staff implement the whistle blowing procedures effectively and management follow their disciplinary systems where necessary.

The inspection took place following a notification from the provider that a sleeping child was left unsupervised for a short period of time, and an earlier notification around allegations against staff. The notification means that the provider met their legal responsibility as set out in the Early Years Foundation Stage welfare requirements to notify Ofsted of any significant events. However, the notification was not made within the required timescales, and there was a significant delay in informing Ofsted about the incident. On this occasion, Ofsted do not intend to take further action.

The inspection found that the manager took swift action to improve systems to supervise all children, including those who are sleeping. Registers are used by the staff to routinely check all children are in sight and sound during the day, and to monitor sleeping children. Staff communicate children's needs to each other throughout the day and room leaders effectively monitor the communication. The manager has recently attended training that supports her understanding of the appropriate policy and procedures for dealing with allegations made against staff in the nursery. The manager is now fully aware of the timescales for notifying Ofsted of any incidents or concerns.

The appropriate procedures for recruiting, vetting and checking staff ensures they are suitable and safe to work with children. An induction process, which takes place over several weeks and includes a probationary period, means that by the end of their induction all staff are fully aware of their roles and responsibilities. There are suitable procedures in place to support the professional development of most of the staff team. Staff attend regular training sessions and the registered provider/manager routinely observes their practice to provide positive feedback. However the manager does not routinely monitor the performance of agency staff who are working in the setting. This means that they are not fully supported to improve their effectiveness through understanding their role and responsibilities. In addition, new staff are not always deployed effectively to meet the care needs of some children.

Self-evaluation is used as an ongoing, working document which is shared with the staff team and the manager is fully aware of the nursery's strengths and weaknesses. Prioritised targets for improvement are identified in clear, detailed action plans. This ensures a constant cycle of improvement. Contributions from parents, staff and children are welcomed, responded to and acted upon. Staff have positive relationships with parents, which ensures that they have appropriate knowledge of children's likes, dislikes and interests and life events. They liaise with external professionals which promotes children's care and learning. Parents are highly complementary about the care their children receive and the service provided. They are appreciative of the information they receive about their children's learning and the opportunities they have to look at their learning journal records. Parents say that the nursery 'is a wonderful place for children to grow' and that children 'love coming here and don't want to go home'.

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	134835
Local authority	Oxfordshire
Inspection number	954817
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	148
Number of children on roll	142
Name of provider	Kidsunlimited Limited
Date of previous inspection	15/04/2013
Telephone number	0845 3652949

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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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