

# Kidsunlimited Nurseries - Bickley

2 Daly Drive, Bickley, Bromley, Kent, BR1 2FF

|                          |            |
|--------------------------|------------|
| <b>Inspection date</b>   | 26/03/2014 |
| Previous inspection date | 17/09/2013 |

| <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 are making good progress overall with their learning and development.
- Children's individual needs are clearly understood and planning of activities ensures a balance of child-initiated and adult-led activities.
- The unlimited access between indoor and outdoor play for children lets them choose where they wish to play and encourages their decision-making skills.
- Children enjoy strong relationships with staff at the nursery. Therefore, they are happy and keen to learn and rapidly grow in self-assurance.

### It is not yet outstanding because

- Although staff teach children about different cultures and festivals, resources to support their understanding of the multi-cultural society we live in are less extensive.
- Resources in the garden are not always suitable to fully promote the younger children's learning and development.

## 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 children's play and staff interaction inside and outside the setting.
- The inspector carried out a joint observation with the manager.
- The inspector talked with staff, manager and deputy manager and the representatives from head office.
- The inspector examined documentation including a sample of children's records, staff suitability and self-evaluation.
- The inspector spoke with parents.

## Inspector

Rebecca Hurst

## Full report

### Information about the setting

Kidsunlimited Nursery in Bickley is one of a chain of nurseries now owned by Bright Horizons Limited. It was registered in 2009 and operates from a purpose-built building in a residential area of Bickley, in the London Borough of Bromley.

The nursery operates from three base rooms, with dedicated nappy changing areas and toilet facilities. There are separate staff facilities, a relaxation/parents room, a laundry room, kitchen and a milk kitchen.

Children have access to an enclosed outdoor play area. The nursery opens from 7.30am to 6pm for 52 weeks of the year, excluding public holidays. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 130 children in the early year's age range on roll. The setting receives funding for the provision of free early education for children aged three and four years. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There are 41 staff working with the children including the manager. Of these, 25 staff hold recognised childcare qualifications and one has attained Early Years Professional Status. The nursery also employs a chef and a housekeeper.

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

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

- increase resources to enhance children's learning and understanding of diversity and equal opportunities
  
- review the range of resources available to further promote younger children's learning and development when in the outside play areas

### Inspection judgements

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

Effective planning enables children to progress well with their learning and development. Detailed written assessments are now completed by staff, which clearly highlights children's next steps of learning. These are then used successfully by the staff to inform the planning of activities that will help children to make progress. Planning is carried out on an individual basis, which includes children's interests, next steps of learning and information from the parents. Parents regularly share with the staff what children have

been doing at home and this is fed into the planning. In addition, this means that parents' contributions are recognised and valued as a key part of children's learning from the start. The high quality of teaching in all rooms is consistent and allows all children to make good progress across all seven areas of learning.

Activities are fun and enjoyable for the children as they are based on their interests. As a result, children become enthusiastic learners. Staff share detailed progress reports and the required progress check for two-year-old children with parents so they can see the progress their children have made. Given the children's starting points they are making good progress and gaining the skills they will need for their future learning.

Children of all ages enjoy books and having stories read to them. Babies snuggle into staff and carry out the actions with them. Staff hold up their hands so children can see the numbers they are counting and use different tones to make the story exciting. Babies excitedly join in. This promotes well the children's language development. Children of all ages enjoy practising their early writing skills. Older children are skilled in forming their letters. Staff help the children by sounding out the letters for them to hear when writing their names and reminding the children for example how many lines they need when writing the letter 'E'. This promotes the children's learning and development well. Younger children talk with the staff about the work they have produced. For example, during a creative activity children show their piece of work to the member of staff and say with pride 'it's a master piece'. Staff smile back and reply with praise it certainly is. This promotes children's self-esteem and their confidence well.

Older children have access to resources to teach them about technology. For example, children are encouraged to use resources such as computers, torches etc in their play. Children support each other in how to move the mouse around the screen and what icons they need to click to access the games. This promotes their physical development and their information technology skills well.

Older children enjoy role playing, which helps them to develop their imagination and creative skills. Staff are skilled in using useful questions to get the children to think about what they are doing. Children take notes for their shopping lists, enhancing their early writing skills. Children talk in great detail to staff about what they are cooking and how they will do it. Staff take opportunities to teach children about safety in real life situations by talking to them about safety when cooking. This further enhances their safety and well-being.

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

Children settle well into the nursery and build secure bonds with staff. This secure attachment helps children to progress well with their learning and development. The secure bonds allow children to build on their confidence and separate well from their parents and carers. Children and babies regularly snuggle up to staff for cuddles, reassurance and support. This helps to build children's positive self-esteem.

Children enjoy playing outside, which encourages their physical development. Staff regularly talk to the children about the effect exercise has on their bodies and how to use the resources safely. However, at times there are fewer resources available specifically for the younger children to use in the garden. As a result, their learning and development is not fully extended when playing outside. Children have regular trips to the local parks to explore the areas and to learn about nature and the community in which they live. They also visit the local woods to carry out 'forest school' style activities. Children move around the nursery safely and when older children are using the stairs staff are right beside them supervising them and keeping them safe. They teach children how to climb the stairs safely. Staff also use a safety mascot toy called 'Candy Floss' to teach children how to recognise risk and how to prevent accidents. Staff take children on walks around the nursery with Candy Floss, inside and out, looking for things that might be dangerous and talking about what they could do to stay safe.

Meal times are social occasions where children are given good opportunities to enhance their independence skills. Children are taught to wash their hands with very little support needed and use their early word recognition to find their name place cards. Children work together to serve their own meals with staff encouraging them to try the vegetables to promote healthy choices. Staff sit with the children and talk about what they are having and how vegetables are good for their bodies. This enables children to learn about healthy lifestyles.

All staff are consistent in their approach to behaviour management. They take time to talk to children about the importance of sharing and being kind to each other. Staff talk calmly to the children and distract them from what they are doing. This practice works well with the children. Given the children's ages and stages of development they behave well. Good quality resources are organised well in the rooms allowing all ages of children to be able to choose what they want to easily, which encourages them to be independent.

Staff liaise well with parents of children who are learning English as an additional language to find out key words in the child's language. They also find out about different festivals and teach children about them through the activities they offer. This helps children to respect each other. However, the resources available in each room to reflect a variety of cultures are less extensive.

Staff work well with the parents to settle children into the nursery and work closely with them when they move rooms. Staff have started to complete detailed reports for schools and work with teachers to get children ready for school. This provides continuity of care for the children when their time comes to move on to school.

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

The inspection was brought forward due to concerns about the management in the setting, the behaviour of the staff and the learning and development of the children. Since the concern was raised, a new company now runs the nursery. A new manager has been put

in place and has made major changes to the running of the nursery. The leadership and management is strong. They have a clear understanding of the safeguarding and welfare requirements. All staff have a clear understanding of safeguarding and the procedures to follow if they had any concerns. Clear policies and procedures are in place for whistle blowing and staff are fully aware of these and will raise any concerns they have with the managers or head office. Ratios are maintained throughout the nursery and staff are effectively deployed to meet the needs of the children. For example, at lunch time there is additional adult cover provided to cover staff breaks.

Regular fire drills take place so children are aware of what to do in an event of an emergency. Detailed risk assessments take place with daily safety checks of the building, to make sure all areas are safe for the children to play in.

Robust recruitment procedures are in place to check the suitability of all staff. Staff have regular supervisions, one to one's and appraisals to assess their work and to look at further training opportunities. Staff attend in house training giving by the settings head office early years team. Staff also attend regular training, through the local authority, to enhance practice and promote children's learning and welfare. The manager has a clear understanding of the learning and development requirements. Staff now plan and provide a good range of experiences for children in all areas of learning and they monitor their progress well. As a result, children make good progress in their learning.

In discussion with parents they are happy with the care that is provided to their children and the information that is shared with them. Parents have regular newsletters, which keep them informed of what is happening in the nursery. Regular meetings also take place that allow parents to share their views on the nursery. These views are starting to inform the self-evaluation. Staff also work well with other agencies caring for the children. This provides continuity of care for the children.

The provider's self-evaluation process is strong. Staff involve parents by gathering their views on the service they provide. Staff also carry out reflective practice to assess the activities that are on offer. The provider also uses a development plan to set achievable targets to promote the development of the nursery and staff. They evaluate the planning to make sure it meets the learning and development needs of the children that attend. Since the last inspection the manager, deputy and staff have all made good progress in improving staff practice. They have worked together with the head office early years team to support the staff with their observation and planning. This has had a positive impact as staff are planning meaningful activities to promote well the children's learning and development.

### **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

|                                    |                          |
|------------------------------------|--------------------------|
| <b>Unique reference number</b>     | EY399366                 |
| <b>Local authority</b>             | Bromley                  |
| <b>Inspection number</b>           | 965631                   |
| <b>Type of provision</b>           |                          |
| <b>Registration category</b>       | Childcare - Non-Domestic |
| <b>Age range of children</b>       | 0 - 8                    |
| <b>Total number of places</b>      | 96                       |
| <b>Number of children on roll</b>  | 130                      |
| <b>Name of provider</b>            | Kidsunlimited Limited    |
| <b>Date of previous inspection</b> | 17/09/2013               |
| <b>Telephone number</b>            | 08453652966              |

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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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