

Kidsunlimited Nurseries - Milton Park

106 Park Drive, Milton Park, Abingdon, Oxfordshire, OX14 4RY

Inspection date	08/04/2014
Previous inspection date	21/07/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	1
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

- Teaching is good because the staff team have a secure knowledge and understanding of how young children learn and develop. They carefully observe and assess children's progress to continually improve their learning.
- Staff have a warm and caring rapport with the children which helps them form strong attachments. They are knowledgeable about children's individual needs and this promotes their emotional well-being effectively.
- There are very good relationships with parents and other agencies involved in children's care, learning and development. This provides continuity, a smooth transition to nursery and enables all children to reach their full potential.
- The provider has good systems in place to monitor the educational programmes and children's progress. The team are committed to continuous improvement and the views of parents are fully included in the self-evaluation process.

It is not yet outstanding because

- Occasionally children spend too long waiting during transition times in preschool.
- Children in preschool do not always develop their attention and listening during group activities as sometimes the group is too large.

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 observed play activities and care routines in all rooms and outdoors.
- The inspector held meetings with the management and talked to staff during the course of the inspection.
- The inspector completed a joint observation of a focused group time in preschool with the manager.
- The inspector took account of the views of parents spoken to on the day.

- The inspector sampled documentation, including staff qualifications and training and performance management records, suitability checks and children's development records.

Inspector

Victoria Weir

Full report

Information about the setting

Kidsunlimited Nurseries - Milton Park is one of a chain of nurseries owned by the Bright Horizons Family Solutions. The nursery registered in 2000. It is registered on the Early Years Register. It operates from purpose-built premises. Children are accommodated in a range of rooms according to age, with immediate access to enclosed outdoor play areas. The nursery is situated on the Milton Park business complex, at Milton near Abingdon in Oxfordshire. The nursery opens on weekdays from 7.30am to 6pm all year, with the exception of bank holidays. The nursery serves Milton itself, the nearby towns of Abingdon and Didcot, and surrounding villages. Children come from a wider area too, as parents travel to work at the business park. Currently, 176 children aged from six months to under five years are on roll. The nursery supports children with special educational needs and/or disabilities. The nursery is in receipt of funding to provide free early education for children aged two, three and four years. The nursery employs 56 members of staff. Of these, eight are unqualified; the remainder are qualified at level 2, 3 and 5. The nursery has music and French sessions weekly with an external teacher.

What the setting needs to do to improve further

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

- enhance opportunities for children to develop their concentration and attention span, for example by reducing the number in focused group times, particularly for older children
- promote children's good behaviour by reducing waiting times for older children during transitions.

Inspection judgements

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

Teaching is good overall across the nursery. Staff naturally ask open questions to challenge children's thinking and extend learning. For example, older children who are gardening are asked to consider how wildlife may use the garden and younger children explore the effects of their actions on play dough. In addition, they recognise that children learn through play and that they have differing learning styles. Staff have high expectations of all children, finding out about what they can do from parents before they start at the nursery. They use this information to plan effectively for children's future learning. Ongoing assessment of children's progress is thorough and staff carry out the required progress check for two-year-old children. Staff monitor each child's development by carrying out regular observations as they play and track their progress in all areas of

learning. This ensures teaching focuses on individual children's interests and the next steps in their learning. Adult-focussed activities generally engage children and support their learning well. However, occasionally some older children find it difficult to focus their attention during planned adult-led activities because the group size is too large. Children involve staff in their play and staff know when to intervene to extend an activity. For example staff support children's own ideas for role play by providing props and taking on a role themselves. As result of these teaching techniques, all children, including those who have special educational needs, make good progress in their learning in readiness for school.

Children receive good support for their communication and language skills. Staff use signing to support younger children to express their needs and understand what is being said. Staff model new vocabulary; provide a commentary as children play, and support older children to express their thoughts in words during play. As a result children's vocabulary is good for their ages and two-and three-year-old children use full sentences. Children use a variety of books which are attractively displayed. They love to listen to familiar stories, and staff are skilled at engaging children, sitting toddlers on their laps so that they can clearly see the book during story time. Staff challenge older children by asking them to retell a story in the right order. Young children recount parts of a story well about a bear hunt, enthusiastically 'swishing and swashing' through the grass and using props to help them. Children develop their early reading and writing skills through routine activities such as recognising their names on pegs and place cards, writing their names on their pictures and mark making. Older children practise their knowledge of phonics through targeted small group activities. They clearly have fun and are developing early literacy skills and becoming confident communicators.

Children develop their physical skills very well as they use the various sizes of climbing and balancing equipment in the play areas. They become used to using technology as they play with a range of battery and mechanical toys. Children show increasing skill in recognising and using numbers and shapes to support their play. Staff support children to count routinely in their play, and older children are supported to solve number problems when setting up lunch tables. Children learn to match colours and shapes when they sing songs, play matching games and paint. Children for whom English is an additional language speak good English, as well as their home languages, as staff use basic words in these languages and display them in the nursery in dual language books.

The nursery establishes effective partnerships with parents. Some inspiring initiatives have a very positive impact on parents' involvement in their children's learning. For example, regular activity events where parents can 'stay and play' such as coffee mornings or Saturday morning workshops prove to be popular as it fits in with parents' working hours. Parents are able to discuss their children's progress informally with their key person and find out more about the activities their children enjoy at the nursery.

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

Children are relaxed and confident in the nurturing care of staff. They benefit from very good settling-in procedures, which are based around their individual needs and take into account their different backgrounds and cultures. This helps to support children in the transition between home and the nursery. Successful handover systems within the nursery mean that children are introduced to their new key person and spend time visiting their new room which enables them to build close relationships. A well-established key person system supports children in forming strong attachments and helps to ensure that staff are deployed well to meet individual children's needs. For example, babies are cuddled closely when they are tired or upset and this means their emotional needs are met.

Behaviour in the nursery is good and staff work well to support individual children who may find meeting boundaries difficult. Children develop high self-esteem because staff are attentive and value their contributions. Young children are learning about sharing and turn-taking as staff skilfully intervene to help them resolve their difficulties when it comes to sharing popular resources. Older children are polite, kind and considerate to one another. Staff work closely with parents and other professionals to ensure any additional needs are met. As a result, all children are fully included and encouraged to reach their full potential.

The nursery is well resourced and children have a stimulating environment both inside and outdoors in which to play and learn. For example, the outdoor area provides free flow opportunities for children to learn about the benefits of exercise and develop their physical skills. The day is generally organised well to meet children's care needs appropriately. However some older children become bored during transition periods as they wait unnecessarily. All children are very well prepared for school and for the next stage in their learning, as they become used to routines, learn to be independent and are taught the skills they need for the future.

Children are well nourished because they are provided with a good range of nutritious foods freshly prepared, on-site. The nursery caters well for any special dietary requirements and preferences that children have. Staff support children well at mealtimes, helping them to set the table and use cutlery correctly to cut their food. As a result, they develop good self-help skills. Mealtimes are social occasions as the children sit chatting to their friends. All children learn sensible hygiene routines because staff act as good role models when, washing their own hands.

Staff effectively safeguard children and support their well-being. Staff are vigilant in their supervision of children at all times, especially when they are climbing equipment. Thorough daily risk assessments are completed and action is taken so that risks are minimised and children are kept safe. Older children take an active part in risk assessing their own environment through a superhero programme as they identify hazards. This means children know how to keep safe. Staff promote inclusive practice continually through activities, procedures and use of resources. For example, older children are encouraged to talk positively to each other about their allergies and dietary requirements during their lunch, and younger children are encouraged to explore the climbing equipment with varying levels of support.

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

The manager is clear about her role in meeting the safeguarding and welfare requirements so that children are kept safe from harm. All staff have a good understanding of the safeguarding children procedures and they attend regular training to update their knowledge and skills.

Rigorous recruitment systems are in place to ensure that all staff are suitable to work with children and have been appropriately vetted. Thorough induction procedures ensure that new staff have a secure knowledge of their roles and responsibilities. Staff are fully versed with the safeguarding whistle-blowing policy. The manager regularly observes staff performance and staff also carry out peer observations, which results in effective deployment of staff and improvement in personal effectiveness. Staff reflect on their performance, the needs of the children in their care, and targets are set as a result of observations, supervision and appraisals. Staff access regular training and shape their own professional development, which means they continually improve their knowledge and skills. All this ensures that staff are suitable to fulfil the requirements of their role.

Systematic monitoring of the educational programmes and the consistency of assessment procedures for individual children helps the manager make effective evaluations of teaching and planning. For example the manager has used tracking information to support staff to plan to use other languages in their environment. Parents' views are used to support the cycle of continuous development. For instance parental comments led to real grass being available in the toddler outdoor area. Discussions are held with the other nurseries in the group to share good practice and to look for ways of making improvements. The nursery seeks out, and acts on advice from senior managers within the company. Staff are well motivated and encouraged to identify and reflect on areas and actions to improve during staff meetings and their meetings with managers. This means that the high quality provision is maintained and improved so that children benefit from stimulating learning experiences.

Links with parents are strong and parents comment very favourably on the nursery. Parents state that staff are very welcoming, easy to talk to and that their children settle quickly and enjoy attending. Parents know how staff are deployed and they report that this helps them settle children. A parents' committee, suggestion boxes, questionnaires, stay and play sessions, coffee mornings and discussions all help to ensure that parents' views are heard in the nursery. The nursery is proactive in developing links with other early years settings that children attend, such as other nurseries. This ensures that care for children is consistent. The staff have developed links with local schools in preparation for supporting pre-school children in their transitions. The nursery works well with other professionals to support children who may have a special educational need which ensures that they make good progress relative to their starting points. These processes demonstrate that the nursery is able to build positive partnerships to enhance children's care and learning.

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	134929
Local authority	Oxfordshire
Inspection number	960333
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	148
Number of children on roll	176
Name of provider	Kidsunlimited Limited
Date of previous inspection	21/07/2010
Telephone number	08453652965

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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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