

Kidsunlimited - Wolfson Court

Wolfson Court, Clarkson Road, Cambridge, CB3 0EH

Inspection date 17/03/2014
Previous inspection date 05/04/2013

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

- Good quality, consistent teaching along with a wide range of activities ensures children are engaged in their learning and make good progress.
- Staff have a very good understanding of how to safeguard children and the environment is safe and secure. This means that children are protected effectively within the nursery.
- The nursery is managed well, this includes thorough monitoring of planning, assessment and the educational programme. This ensures that assessments are accurate and the information is used to plan for the next steps in children's learning.
- Effective partnerships with parents have been developed. This ensures that relevant information about children's care and learning is shared successfully.
- Children make secure attachments with caring and affectionate staff. This contributes positively to their emotional well-being.

It is not yet outstanding because

- Children make generally positive choices in terms of their behaviour, however, occasionally staff's management of sharing is inconsistent and consequently, children sometimes find it difficult to share resources.
- Opportunities for the younger children to experience information and communication technology resources are occasionally limited.

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 conducted a tour of the premises.
- The inspector observed activities within both baby rooms, the toddler and pre-school rooms and the outdoor area.
- The inspector checked assessment records, planning documents, policies, qualifications of the staff and their suitability.
- The inspector held discussions with parents, staff and children.
- The inspector held a meeting with the manager and completed a joint observation.

Inspector

Ben Hartley

Full report

Information about the setting

Kidsunlimited - Wolfson Court was registered in 2005 on the Early Years Register. It is part of the Bright Horizons Group and operates from a two-storey, purpose-built building close to the centre of Cambridge. Children under the age of three are cared for on the ground floor of the premises and children over three years are cared for on the first floor. The nursery serves children from all areas of Cambridgeshire. Children have access to an enclosed outdoor play area. The nursery opens all year round from 7.30am until 6pm, Monday to Friday. Morning sessions are from 7.30am until 1pm and the afternoon session is offered from 1pm until 6pm. Children attend for a variety of sessions. There are currently 93 children on roll who are in the early years age group. The nursery provides funded early education for three- and four-year-olds. It supports children who speak English as an additional language as well as those with special educational needs and/or disabilities. The nursery employs 27 members of staff, of whom 19 hold appropriate early years qualifications. One member of staff has Qualified Teacher Status and four hold a qualification at level 4. The nursery 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:

- provide children, particularly those in the younger groups, with more consistent access to information and communication technology resources

- develop even more consistent strategies to support children in sharing resources with their peers.

Inspection judgements

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

Teaching throughout the nursery is consistently good and occasionally better than good. This ensures that children are making good progress across all areas of learning. Staff communicate well with children and get down onto their level, in order to become part of their play. Staff use good open questioning, in order to further children's learning and challenge their understanding. For example, during an activity that involved children pulling sticks from a cardboard box and identifying some key features, such as colour, shape and number. The member of staff asks good questions that lead the children to think about their understanding in a different context with accurate mathematical language used. Children have opportunities to lead their play and staff follow the direction and skilfully extend their learning. For example, children play with a home-made car track, drawn on a piece of paper. The member of staff draws on numerous elements that the children are interested in, such as fire stations and zebra crossings. This leads to children,

including these within their play and means that they were learning about different elements and finding ways to extend their own play. Planning is based closely on the children's individual needs and next steps in their learning. This is identified through regular assessments that accurately reflect children's stage of development. Very thorough planning documentation identifies individual learning needs and preferences and supports children with special educational needs and/or disabilities or English as an additional language. The nursery provides children with a wide range of experiences that cover all areas of learning. However, opportunities for the younger children to experience information and communication technology resources are occasionally limited. The nursery makes good use of books and stories. This increases children's interest in literacy and supports them in their development. For example, staff read to the children in the indoor and outdoor environment. This means that children are able to recall their favourite elements of stories with great detail.

The nursery increases children's readiness for school and provide them with opportunities to engage in independent play as well as increasing their skills. For example, children have learned a 'magic way' of putting on their coats. This means that young children are able to put their coats on without adult support. Additionally, it enables them to explore the environment more freely and move between the indoor and outdoor environment. The nursery uses the knowledge of their staffing team, in particular the qualified teacher, in order to provide children with specific skills that will support children in the next steps in their learning. Furthermore, the pre-school children are beginning to learn about letters and their formation, which gives children a base to acquire language and in particular early phonic skills. The outdoor environment is used effectively to promote children's development. The way in which it is set up means that children from all areas have relatively free access to the whole environment. This enables children to become familiar with all the staff within the nursery and this helps support them in their transitions as they move through the nursery. Staff skilfully utilise the outdoors to provide additional learning opportunities for children. For example, staff question children, while they are cleaning some of the equipment, about why warm water is used to clean instead of cold water. Children are able to provide answers and justify their responses. This supports children in reasoning their thinking.

Parents are very positive about the overall quality of the nursery, commenting that they are particularly pleased with the warmth and affection of the staff. Additionally, they felt that the communication from the nursery was good and effectively supported them to provide consistent care in the home. The nursery uses a wide range of strategies to engage parents within children's learning. These positive relationships contribute positively to the overall progress that children are making.

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

There is a quality environment both inside and outside. This provides children with a wide range of interesting opportunities and ensures that they remain happy and settled. Children demonstrate the characteristics of effective learning, sustaining their interest and attention in their chosen activities for a sustained period of time. There is a wide range of resources and activities that are based on children's interests and individual learning

needs. Children form secure attachments with warm, affectionate and caring staff. This is partially facilitated through an effective key person system that accounts for children's attachments. For example, during the morning, children have their nappy changed by their key person. During this time, there is good communication and ensures that children's care routines are consistent. Additionally, this system allows families to develop meaningful relationships that support children in their learning and provides continuity of care. This means that children have a positive emotional well-being. The nursery are active in providing children with additional learning opportunities, particularly in order to help maintain their own personal safety. For example, the police recently visited the nursery, in order to teach children about how to maintain their safety. Additionally, there is a nursery super hero called 'Candy Floss', who is used to give children further support in maintaining their own personal safety. This allows the nursery to provide children with opportunities to take and manage some of their own risks.

The nursery takes positive measures to teach children about the importance of diet and exercise. For example, within the pre-school room, children undertake regular physical activity that enables them to use their body skilfully in a number of different ways. This involves children learning about the importance of warming our body up, in order to undertake physical exercise. Healthy meals are prepared from a hygienic kitchen area. Individual dietary requirements are skilfully adhered to. For example, senior staff within each room ensures that these needs are met at each mealtime. There is a safe and secure environment that keeps children completely protected. Robust risk assessments are completed on a daily basis and this ensures children's safety. Staff demonstrate a good understanding and strong commitment to protecting children and ensuring their safety. This is supported by the effective deployment of staff. For example, experienced staff are spread around the nursery. This ensures that there are staff of relevant experience within each area of the nursery. Additionally, staff move freely around each of the rooms and the outdoor area to ensure that children are supervised appropriately as well as supporting them in their play.

Behaviour is generally managed well by the staff and accordingly, children make positive choices about their behaviour. However, occasionally strategies to encourage children to share are inconsistent. This means that there are occasions where children find it difficult to share resources with their friends. Staff have a good understanding and knowledge of the children in their care, this allows them to devise routines to meet their needs. For example, staff effectively support children to go to sleep, carefully monitoring them and catering for their individual preferences. Care routines, such as nappy changing and toileting, are effective in supporting children and are managed in order to cause minimal disruption to play.

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

The leaders and managers in the nursery have a good understanding of the requirements to safeguard children. Following a recent incident, they appropriately notified to Ofsted and a full investigation took place into the circumstances of the incident. The leaders and managers found that the incident could not have been foreseen, however, they have

reviewed all associated policies and procedures to ensure staff remain vigilant. This includes an even more stringent monitoring within the rooms by the management team and additional support provided to staff to support them in their role. Additionally, this incident demonstrated the commitment that the staffing team have to keeping children protected. It is their swift and decisive action that enabled the nursery to ensure the impact of this incident was minimised. The management team have a very strong commitment to safeguarding children. For example, they have developed an effective induction programme that prioritises safeguarding training. This ensures that staff have additional knowledge and training to support them in their role. There are thorough procedures in place to ensure that staff are recruited safely. This includes taking up references prior to staff starting in the nursery. Additionally, there are now even more robust procedures that staff have to go through before starting in the nursery. This includes ensuring any gaps in work are identified and explained. This ensures that only suitable adults have access to children. Additionally, the nursery informed Ofsted of another child protection concern. The nursery followed correct procedures in this case and no further action was necessary.

The manager monitors the educational programme effectively, this includes planning and assessment. This ensures that children have a wide range of experiences that extend their learning. For example, planning has recently been adapted and is now closely linked to children's interest and next steps in learning. These are clearly displayed within each area of the nursery to enable all staff to plan effectively to meet children's individual learning needs. The staffing team is well qualified and has a strong commitment to professional development. This has a positive impact on the overall quality of the teaching. The nursery deploys a range of strategies to ensure that their practice is consistently reviewed in order to ensure consistency. This includes regular reviews and yearly appraisals, in order to strive for improvements consistently. Additionally, this provides an opportunity to identify any future or ongoing training needs, in order to support staff within their role.

The nursery has developed effective partnerships with parents and this enables them to provide a link between learning in the home and within the nursery. Information is shared effectively with parents to provide them with detailed information about their child's care and learning throughout the day. For example, parents are provided with a daily feedback sheet containing information about sleep, food intake and nappy changes. This ensures that information is shared on a consistent basis. Additionally, the nursery works closely with parents to give them any additional support they require. For example, they have developed close links with the local children's centre, in order to give parents additional support. The nursery uses other experts within their group effectively. For example, they have regular visits from their own advisor. Partnerships with the local Sure Start centre and other professionals, such as the speech and language teams, means that the nursery is very clear about what they offer to support children and parents. This, alongside visits from the local authority, helps ensure that practice is constantly being reviewed and strategies for improvement are identified and implemented.

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	EY301066
Local authority	Cambridgeshire
Inspection number	953713
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	76
Number of children on roll	93
Name of provider	Kidsunlimited Limited
Date of previous inspection	05/04/2013
Telephone number	08453 652 955

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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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