

Kidsunlimited Nurseries - Woodstock Road

92 Woodstock Road, OXFORD, OX2 7ND

Inspection date	19/05/2014
Previous inspection date	16/11/2011

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

- Children are effectively supported to develop strong relationships with their key persons, who know them well.
- Children enjoy their learning because staff provide them with a range of activities that capture and sustain their interest. Consequently they make good progress in their development.
- Staff give high priority to safeguarding children and providing a safe and secure environment for them to play and learn.
- There is a strong partnership with parents, which means that parents are very aware of their child's progress and how they can support their learning.

It is not yet outstanding because

- Some opportunities are missed, during activities, for children to talk with adults to further promote their language for thinking.
- Younger children do not always have ready access to a rich range of media and materials that further enhance their early creative experiences outdoors.

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 five play rooms and the two outside play areas.
- The inspector spoke with the management team, staff and children at appropriate times throughout the day.
- The inspector sampled a range of documentation including children's records, safeguarding procedures, risk assessments, key person systems, ratio requirements and policies and procedures.
- The inspector took account of parents' written comments received on the day.
- The inspector invited the manager to carry out a joint observation.

Inspector
Julie Swann

Full report

Information about the setting

Kidsunlimited Woodstock Road opened in 2011 and is one of a chain of nurseries owned by Bright Horizons Family Solutions. The nursery operates from a large renovated house in north Oxford. There are two base rooms on the first floor for younger babies and three base rooms on the ground floor for older babies, toddlers and pre-school children. All rooms on the ground floor have direct access to an outdoor play area. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. The nursery is currently caring for 100 children in the early years age range. There are currently no children on roll on the Childcare Register. The nursery supports children who are learning English as an additional language. The nursery is open on weekdays, from 8am until 6pm, throughout the year. It serves the children of lecturers, staff and students of Oxford University. It is in receipt of funding for the provision of free early education for children aged three and four years. The nursery employs 28 members of staff who work with the children. Of these, 16 hold appropriate early years qualifications and the manager holds a level 5 early years qualification. Eleven further members of staff are working towards a relevant qualification. The nursery also employs two kitchen staff. It receives support from 1 early years specialist teacher and 1 quality improvement teacher within the company and has links in place with local schools.

What the setting needs to do to improve further

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

- increase opportunities for children to talk with adults during child-initiated activities about what they see, hear, think and feel

- extend the opportunities for younger children to make marks and develop their creative ideas in the outdoor environment.

Inspection judgements

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

Staff have a good knowledge and understanding of the Early Years Foundation Stage and teaching is good. Staff assess children's base line starting points through information obtained from parents and through well-established settling in sessions. Staff observe children as they engage in activities that they choose to do, and note what and how they are learning. Staff use this information to plan the next stage in learning. As a result, planned next steps for children are meaningful and relevant. The whole staff team contribute to planning, with each staff member providing information for their key children's next steps. Staff support children's learning records with many photographs of

activities and children's individual creative work. This successfully promotes a consistent approach within the staff team. Parents regularly speak with their child's key person about their child's progress and their development plan. This means that parents know what their child is learning and are able to support their child's learning at home. As a result, children make good progress in their learning.

Staff provide effective support for children to develop communication and language skills. For example, all children have ready access to a wide selection of good quality books. Some children explore books independently, whilst younger children reach for a book and sit with staff and listen to the story about animals on a farm. Older children happily chat to each other as they choose to play with large blocks outdoors. They use these imaginatively to create the layout of a 'helicopter'. They independently and confidently extend their idea by adding a 'tunnel' for the pilot to escape and share this with staff. However, opportunities to expand children's existing language skills are sometimes lost during their conversations with staff, in particular during such child-initiated activities. This means staff miss some opportunities to encourage children's language for thinking. Babies language skills are supported well by staff who listen carefully to them, value their attempts to communicate and repeat the sounds they make in turn taking 'conversation'. Staff listen attentively to them and repeat back what they say correctly, adding more words to extend their vocabulary and asking some simple questions, allowing time for children to respond. For example, as a young child plays with a doll she says 'baby tummy'. A member of staff repeats the word back to the child, adding additional words, such as 'yes baby's tummy' and 'where is your tummy?'

Children's concept of mathematics is developing well. They are confident in using numbers in their play and are encouraged by staff to count throughout the day. For example, during lunchtime, children count how many potatoes they have left and how many they have already eaten. Children show enthusiasm and excitement while outdoors. They take part in a good range of activities and experiences and enjoy the ride-on bikes and balancing on the tyres and natural resources. Younger children have opportunities outdoors to climb, crawl through tunnels, and practise their balancing skills. For example, children show great confidence as they sit on the push-along equipment and wave to staff as they scoot across the garden. Consequently, children attending the nursery quickly grow in confidence and are supported well by staff to acquire the skills and capacity to develop and learn. This helps to ensure they are prepared for the next stages in their learning.

Children enjoy being creative and making marks with a variety of resources indoors, for example, they use a range of chalk, crayons, paints and pencils to draw their own pictures. Children enjoy experimenting with paint, using brushes to mix colours and make marks. They give meaning to their marks, such as 'This is my passport'. However, resources to make marks in the outdoor area for younger children are sometimes limited. This does not consistently encourage children who learn better outdoors to build on their early mark making and writing skills. A particular strength with the nursery is the close working with parents especially at the initial stages when babies are first starting. Good settling in procedures, including assessing starting points and establishing care needs, means that babies and children usually settle quickly and become secure in their new surroundings. Regular parents' evenings, newsletters and daily informal contact helps to

ensure that parents are well informed about their children and how to support their learning at home.

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

An effective key person system is in place, which helps promote children's well-being and independence. Staff are well deployed and are clear about their responsibilities as a key person. Staff are extremely attentive, providing genuine warmth and affection to every child. Consequently, children are happy to engage in play and develop skills for future learning as they are relaxed and comfortable at the nursery. Children enjoy trusted relationships with staff and, consequently, they show they are content and feel secure. For example, when a familiar adult enters the baby room, children smile and hold their arms up for a cuddle. Each child's personality, likes and dislikes are fully respected and catered for. Where children have special dietary needs or allergies, staff are extremely vigilant and receive specialised training to ensure they can respond swiftly to any unwanted reaction. This helps to promote the health and well-being of all.

Children are well behaved. Staff use consistently applied strategies and provide clear guidance for children about what is acceptable behaviour. Staff help children to learn about the impact of their words and actions on others. Children look out for each other and show great care of each other, reminding each other of safety matters and appropriate behaviour. Consequently, behaviour is good throughout and children play cooperatively and happily with their friends. This results in the warm, calm and happy atmosphere, which is clearly evident in the nursery. Children enjoy hearty, well-balanced and nutritious meals. The management team regularly reviews the menus to ensure that all children benefit from a varied diet that includes a good selection of fresh fruit and vegetables. Mealtimes are used effectively to promote a good range of age appropriate social skills. Water is always readily available and children are encouraged to drink, especially after participating in physical play, so that they are aware of how to maintain a healthy body. Children show that they feel safe and secure in the nursery as they learn about procedures for evacuating the premises in an emergency. This helps children to develop their understanding of how to keep themselves safe effectively.

Children's safety is a high priority. For example, staff undertake detailed written risk assessments so children can take supervised risks in safe surroundings and staff are vigilant that dangerous equipment such as laminators, are not used in the rooms. The environment and resources are well laid out to aid children's independence. A wide range of toys are stored in units at children's level, which they safely access. Staff teach children about road safety through themes on the emergency services and younger children are given plenty of space to play in. When going out into the environment children also wear appropriate safety restraints. This helps to ensure children learn about safety and play in a safe and fun environment. Children are protected within the nursery through key pad entry systems and the installation of cameras, showing staff who is at the main door. They insist all identification is shown and that visitors record their attendance. Inclusion is given realistic and effective attention and every child and their family is warmly welcomed. The management team has strong links with other agencies and professionals, who provide

support with their specialist knowledge and skills. This supports the successful inclusion of children with any special educational needs and/or disabilities to ensure they have the necessary support to help them achieve well.

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

Leadership of the provision is good and is based on a clear determination to ensure the needs of children and parents are a priority. There are good arrangements in place to implement the Early Years Foundation Stage Framework welfare, and learning and development requirements. Children are well supervised as the required ratios of staff to children are met and often exceeded. For example, the manager plans in advance which staff are needed to care for children that are booked into the nursery on any particular day. As a result, staff to child ratios in the nursery meet requirements and children are well supported during their activities. Rigorous vetting procedures are in place and this means the suitability of all adults working with the children is checked prior to them starting work. Children's safety is given high priority by staff who closely supervise children and are vigilant and responsive at all times. Staff complete risk assessments, including daily checks, ensuring the environment remains safe at all times with any potential hazards identified and minimised immediately. An intercom system is in place at the main entrance and parents know not to let anyone following them into the building, even if they are known to them. This means there is no unauthorised access to the building.

The manager supports staff well, providing good opportunities for them to undertake training and develop themselves professionally. As a result, all staff attend any training available to develop their knowledge and understanding of current best practice. They refine and improve what they do to enhance the quality of care, learning and development for all children. Similarly, the systems in place to check on children's progress and help the nursery to account accurately for its performance are increasingly robust. Staff's observations of one another and rigorous monitoring of staff practice helps the manager to ensure that staff are able to fulfil their roles competently and children's learning is extended and challenged well overall. The self-evaluation takes into account staff's and parents' views using questionnaires and regular meetings. Improvement plans, identify strengths and weaknesses and these are regularly updated and evaluated by the management team. The manager welcomes staff's, parents' and children's contributions, ideas and suggestions, helping them to feel valued and motivated. Staff are continually striving for excellence, and self-evaluation provides opportunities to reflect on their successes. Equally, it enables staff to identify where they want to drive forward improvement.

Staff strive to provide a safe and welcoming environment for all children and babies. Every child is valued and their positive development is fostered by stimulating experiences which promote future learning and skills. Additionally, the well-established and effective key person system helps to promote children's well-being and independence. Staff know the children and their individual routines extremely well and are very kind, caring and

supportive; this helps children to form secure emotional attachments. Staff have a good knowledge of safeguarding procedures and know how to recognise, record and report concerns they may have about a child in their care. Procedures to protect children from harm and neglect are secure because the manager has a clear policy in place to guide and inform practice. Regular policy reviews and assessments of child protection procedures help to ensure that all adults are confident to respond promptly to any concerns about a child's well-being.

Very effective partnerships with parents enable them to play a full and active role in their child's learning. Parents' views are sought through discussion, daily diary sheets, open evenings, parental displays, newsletters and an open door policy, where parents are welcomed into the nursery should they have time. Self-assessment systems also include the views of parents, children and professionals. Parents' views obtained at the time of the inspection were extremely complimentary. All felt they were kept very well informed, that their children were happy, content and extremely well supported to settle quickly and be fully involved in all activities and learning experiences. Parents say that they feel welcome and included at all times and they are confident in their choice of childcare. There are strong partnerships in place with local schools. Teachers are welcomed into the nursery to observe children in the nursery environment where children are confident and comfortable. This helps to ensure that children's move between nursery and their school is a positive experience. These close partnerships ensure continuity and coherence in each child's care and learning.

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	EY429252
Local authority	Oxfordshire
Inspection number	968483
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	84
Number of children on roll	100
Name of provider	Kidsunlimited Limited
Date of previous inspection	16/11/2011
Telephone number	08453652900

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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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