

Kidsunlimited Nursery - Fulbourn

Capital Park, Fulbourn, CAMBRIDGE, CB21 5XG

Inspection date

Previous inspection date

29/08/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

Not Applicable

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

4

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

4

The quality and standards of the early years provision

This provision is inadequate

- Children's safety is compromised because risks and hazards are not always identified or minimised. This is a breach of the requirements of the Early Years Foundation Stage and both parts of the Childcare Register.
- Staff do not adequately adhere to policies and procedures with regard to health and hygiene, especially with regard to nappy changing and hand washing. Therefore, children's good health and well-being are not assured.
- Staff do not support babies to feel secure at sleep times as they are unable to locate their comforters.
- Some of the activities provided for children are incomplete or lack challenge. As a result, children are not fully engaged in their play and learning and their good progress is not assured.
- Staff do not adequately supervise the drinking cups they provide for babies. Therefore, babies are at risk from cross-contamination and germs.

It has the following strengths

- Staff use observations and assessments of children to identify next steps in their learning and development.
- Partnerships with parents are sound. Parents are warmly greeted by staff and two-way communication is encouraged to promote continuity of care.

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 nursery rooms and the outside learning environments.
- The inspector looked at children's assessment records, planning documents and other documents including the safeguarding policy.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Jill Hardaker

Full report

Information about the setting

Kidsunlimited Nursery - Fulbourn was registered in 2014 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose built premises in the Fulbourn area of Cambridge, and is managed by Bright Horizons Family Solutions. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The nursery opens Monday to Friday, all year round, from 7am until 6pm. Children attend for a variety of sessions. There are currently 102 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. The nursery supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. The nursery employs 22 members of childcare staff. Of these, two are qualified at level 6, including one who holds Early Years Professional Status, eight hold appropriate early years qualifications at level 3 and four at level 2.

What the setting needs to do to improve further

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

- ensure that daily room checks in place are thorough and all staff identify, assess and minimise any potential hazards, therefore, ensuring all children are kept safe from injury
- ensure that the nappy changing and hand washing policies and procedures in place are adhered to, to promote children's good health and well-being
- ensure that all areas of learning are delivered through purposeful play, and that activities on offer are challenging and enjoyable to ensure all children are engaged in their learning and development and make good progress.

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

- develop children's understanding of the importance of healthy lifestyles, including why we regularly wash our hands
- improve the organisation in the baby room to ensure that staff can locate babies' belongings easily, especially with regard to comforters, to enable the babies to settle at sleep times
- ensure the babies are adequately supervised and supported to find their own drinking cups so that the risk of cross-contamination is minimised.

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

The quality of teaching and learning is variable. There are many good quality resources available indoors covering all seven areas of learning. Some staff demonstrate an awareness of the characteristics of effective teaching and learning and use their knowledge to ensure that children get the most out of their teaching. For example, as children engage in making models out of boxes staff members support them by pointing out written text and numbers. Children playing outdoors find a bird's nest in a tree. They are supported well by staff who provide them with a camera to take pictures and effectively question them on the life cycle of birds. This promotes children's understanding of the world. However, there are times when staff provide incomplete resources for the children. For example, in both the baby room and the toddler room there are incomplete puzzles on the tables and children are unable to complete the tasks they have chosen.

Consequently, children quickly lose interest in the activity. The outdoor area is vast and appealing to all children. The provision of permanent structures, such as the watch tower and beach encourage the children to play imaginatively. However, the activities the staff provide are at times, uninviting. For example, staff do not replenish paper on the drawing table and many of the pens they provide do not work. Therefore, children miss opportunities to develop their early writing skills. Children enjoy pouring water from one container to another with water contained in a tray on the floor. However, staff do not provide aprons and they stop the children from their exploration as their clothes become wet. Therefore, children leave the activity and at times are left in wet clothes.

Staff model language and talk to the children throughout the activities and play. For example, staff in the baby room describe the noise the rain stick makes. Babies listen attentively, enjoying the sounds they hear. Children's readiness for school is adequately promoted. For example, children work together in pairs at computers, where they can play a range of games that support their learning. Staff encourage children to speculate and test ideas through trial and error by guiding them to work things out for themselves. As a result, children grow in confidence and show that they are pleased with their achievements. Staff model good mathematical language. For example, children are encouraged to think how many wheels they need to make a car. They show a good understanding of addition when they have two wheels knowing they need two more to make four. Staff support children's early literacy skills by encouraging them to write their own names on their artwork and by providing a wide range of books. Children write signs in the pre-school room and the staff display them well. Therefore, children are learning that print carries meaning.

Some staff demonstrate sound knowledge of the learning and development requirements of the Early Years Foundation Stage. Observations take place consistently and next steps in learning are linked to children's age and stage of development. When a child is not progressing as quickly as expected, staff plan targeted activities to strengthen children's skills in the required areas. As a result, children are making steady progress. Staff support children learning English as an additional language or with special educational needs and/or disabilities. For example, pictorial routines are used to help the children understand what is going to happen during the day and staff use key words in the child's home language to further enhance their understanding. There are clear links in place with parents with regard to their children's learning and development. Learning journals are in place and are regularly shared with parents. Staff offer ideas about what parents can do to extend children's learning at home. Furthermore, staff provide parents with stickers to encourage them to share children's home achievements. Therefore, ensuring continuity in children's learning and development.

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

Staff do not adequately promote children's good health and well-being as they do not consistently adhere to the policies and procedures in place. Staff carrying out daily room checks have failed to identify a plastic strip protruding from the baby room door to the outdoors. This is a significant risk to the babies as there are sharp edges. Staff wear protective aprons and gloves. However, they do not always promote children's

understanding of a healthy lifestyle as they do not wash their hands after changing nappies or wet clothes as their policy and procedure states.

They do not consistently encourage children to wash their hands after nappy changing or after using the toilet. Staff do not encourage children to throw soiled tissues into the bin. Therefore, they discard them on the floor and staff fail to pick them up. Consequently, children are not developing the understanding and skills of how to keep themselves healthy and safe. Children access fresh air and exercise on a daily basis. The staff provide bicycles for children to develop their physical skills. In the baby garden there is space for the babies to crawl and to pull themselves up to standing. As a result, children's physical development is being promoted. Children eat a wide range of nutritious food, which is cooked on site by a qualified chef. Menus are planned in advance and incorporate fruit and vegetables every day. Special dietary requirements are adhered to and children enjoy varied meals. Freely available drinking water is available at all times, which ensures children are not thirsty. However, the staff do not supervise the drinking cups they provide for babies as they leave them outside on a tray. Consequently, babies pick up and drink from any cup and discard them on the ground. Therefore, babies are at risk from cross-contamination and germs.

The key-person system is sound. All children have a key person who forms a link with the child's parents and acts as a single point of contact. As a result, children are forming strong bonds and attachments with staff. Children play together well, behaviour is good and effective friendships are being made. For example, pairs of children climb up the watch tower, they chat and sing together, clearly enjoying each other's company. Consequently, their personal, social and emotional skills are developing adequately. Staff encourage children to feed themselves using cutlery and to try to put on their own coats and shoes. All children are encouraged to be independent, as staff provide them with opportunities to serve themselves food and drink at meal times. Children have a basic awareness of personal safety. For example, they are reminded to walk in the nursery so that they do not bump in to one another.

Staff follow an agreed programme for gathering information to help children settle into the nursery. Families attend settling-in sessions and parents complete About me forms so that the staff have a full picture of the child's likes and dislikes before they start. This information is used to ensure that home routines are adhered to as much as possible. Staff prioritise babies' individual routines by allowing them to sleep when they need to. However, staff do not consistently settle babies to sleep adequately as they are unable to find their comforters, such as blankets, especially after lunch. Consequently, babies become distressed and staff find it hard to settle them. Staff support children well as they move between rooms. Key persons accompany children on visits to their new rooms and share information adequately. This ensures their emotional needs are met. Staff encourage parents to share information with them on a daily basis about young children's care, they log this on care sheets for staff to add to throughout the day. When children have been accepted into a school, a transition plan is put in place and the new teachers are invited in to meet the children and the key person. Staff engage in conversation with the children about their new school and children show their excitement. This means that children are appropriately prepared for school when the time comes.

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

The provider has failed to meet some of the requirements of the Early Years Foundation Stage, with regard to health, safety and hygiene. As a result, children's welfare is not sufficiently promoted. Furthermore, daily checks in place for managers and staff to identify any risks or hazards in the environment have failed to identify a plastic strip protruding from the baby room door to the outdoors. This is a significant risk to the babies as there are sharp edges. Therefore, staff do not adequately safeguard children. However, a thorough recruitment and vetting process is in place with all necessary checks being made. The manager uses the company's induction programme to ensure all staff undertake child protection training. Therefore, they are aware of and understand their responsibility to recognise and report any concerns they have about a child. Most of the staff have a current paediatric first-aid qualification. Consequently, any accidents children have are dealt with and recorded adequately.

The management team have a sound knowledge of the skills of the staff and encourage their professional development. The training programme in place is beginning to have a positive impact on practice. For example, the staff are currently undertaking forest school training as they seek to develop the land adjacent to the nursery garden. This further promotes children's enjoyment of the natural environment. Regular discussions, appraisals and supervisions mean that staff are starting to improve their practice but there is too much variation in the quality of teaching across the nursery. Monitoring of children's learning and development by the management team is consistent. Consequently, children are making adequate progress in their learning and development given their starting points. Staff meetings are held regularly and used for self-evaluation and reflection on practice. Parents' views are beginning to be incorporated into future plans for the nursery through the use of parent questionnaires. Consequently, ongoing development of practice is beginning to be planned.

Parents speak highly of the provision and feel they are given good support by the staff. Those spoken to talked about how much they value the learning environment and how they recommend the nursery to others. There are many opportunities available for the flow of information between the nursery and the parents, including, emails, newsletters and discussions at drop-off and collection times. Partnership working with other agencies and professionals, such as the local authority, is good. The nursery works well with other professionals to meet the needs of children with special educational needs and/or disabilities. They visit the nursery and information is actively shared so that any additional support is implemented to aid children's learning and development. The nursery has good relationships with the local schools. Teachers visit the nursery to meet the children and to observe them in a familiar environment. The nursery shares a detailed transition summary of children's achievements with school and other settings to ensure all children benefit from continuity in their care and learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that the premises used for the purpose of childcare are safe and suitable (compulsory part of the Childcare Register)
- take all necessary measures to minimise any risks to the health or safety of the children and staff in their care (compulsory part of the Childcare Register).
- ensure that the premises used for the purpose of childcare are safe and suitable (voluntary part of the Childcare Register)
- take all necessary measures to minimise any risks to the health or safety of the children and staff in their care (voluntary part of the Childcare Register).

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY475707
Local authority	Cambridgeshire
Inspection number	960428
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	108
Number of children on roll	102
Name of provider	Bright Horizons Family Solutions Limited
Date of previous inspection	not applicable
Telephone number	07734076263

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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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