

# Kidsunlimited Nurseries - Eldonians

Burlington Street, Vauxhall, Liverpool, Merseyside, L3 6LG

|                          |            |
|--------------------------|------------|
| <b>Inspection date</b>   | 22/09/2014 |
| Previous inspection date | 11/03/2011 |

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|--|-------------------------|---|
| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | 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 protected from harm because managers ensure that staff have a robust induction, a good understanding of safeguarding policies and procedures and have first-aid certificates.
- Teaching is good because staff demonstrate a secure knowledge and understanding of how children learn. Consequently, all children make good progress.
- Staff are proactive in teaching children to develop healthy habits, such as exercise, tooth brushing and managing risks.
- Children are very independent for their age because staff allow them plenty of time to think about and complete tasks without too much adult intervention. As a result, children are confident and motivated learners, willing to keep trying tasks.

### It is not yet outstanding because

- While staff are good at extending children's learning by following their day-to-day interests closely, there is sometimes a lapse in time between the observations they make and planning for their next steps, to help children make even better progress.
- The very effective parent partnerships in place could be improved further by offering translation services to parents who speak English as an additional language, so that all parents are supported to continue their child's learning at home.

## 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 looked at relevant documentation, including planning, observations and assessment records. She also looked at a range of policies, including information used to assess the suitability of staff and first-aid qualifications.
- The inspector observed activities and care practices in the playrooms and within the outside play areas. She conducted joint observations with the deputy manager, looking at the practice of staff.
- The inspector spoke with children and staff. She also held a meeting with the manager and the deputy manager.
- The inspector took into account the views of parents and carers spoken to during the inspection and read their comments in children's learning records and parent surveys.

## Inspector

Valerie Aspinall

## Full report

### Information about the setting

Kidsunlimited Eldonians Nursery was registered in 2003 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose built premises in the Vauxall area of Liverpool and is managed by Bright Horizons. The nursery serves the local area and is accessible to all children. It operates from three playrooms and there is an enclosed area available for outdoor play. The nursery employs 17 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday all year round. Sessions are from 7am until 6pm. Children attend for a variety of sessions. There are currently 79 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

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

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

- refine the process of observation and assessment further to identify children's next steps in learning more promptly and demonstrate how these are incorporated into planning
- enhance the effective partnership with parents further, so that parents and carers who speak English as an additional language fully understand any advice and guidance given to enable them to support their child's learning at home.

## Inspection judgements

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

Staff have a good understanding of how young children learn. They observe children in their play and plan activities to help them make good progress in all areas of their learning and development. In addition, staff effectively identify opportunities that arise in child-led play to support children's thinking and problem solving skills. For example, when children enjoy dropping a toy bug down a large cardboard tube, the bug gets stuck. Staff wonder aloud how the children might free the bug. Children try various methods such as, pushing their arms into the tube. By staff asking questions, such as 'do you think your arm is long enough?' children deduce for themselves that a longer implement is required. Staff wait and children feel a great satisfaction when they find a longer, thinner tube and free the bug themselves. Staff later build on children's interest in bugs by planning a bug hunt.

Staff use the activity very successfully to teach children to compare the different sizes, colours and features of bugs. Children learn to listen and work cooperatively together, to observe closely and to use small tools such as magnifying glasses and bug catchers. Consequently, simple activities are used very effectively to teach children across all areas of learning. Younger children begin to develop skills in listening and responding to rhyme and rhythm as they listen to stories in small groups and join in when staff spontaneously sing songs and nursery rhymes. Consequently, children make good progress in speaking and listening as staff teach them in a fun and active, age-appropriate way. These interesting and hands on activities make learning fun for the children. As a result, children are motivated to learn, which helps them to become ready for school when the time comes.

Staff teach children about numbers through planned activities and during mealtimes. For example, they count how many children are in the line and at the table how many plates they will need. Younger children become thoroughly absorbed in painting with brushes, sticks and pinecones, as staff allow them plenty of time to explore how the items feel, without any aim to make an end product. Babies have plenty of opportunities to develop their senses through tactile activities. For example, they enjoy the different feel of various sized sensory balls and enjoy rolling them and attempting to throw them to their key-person. As a result, babies and young children are beginning to develop physical skills, and are learning to distinguish between various sensory materials.

Where children have special educational needs and/or disabilities or need additional support, staff put effective methods in place to help them. For example, children have play plans in place and staff ensure children have short one-to-one sessions within the busy day. Staff support children who speak English as an additional language by learning and displaying simple words and greetings in their home language. However, parents who speak English as an additional language do not always fully understand the plans in place for their children. Consequently, they are not able to fully implement the strategies that staff and health professionals suggest, at home. Despite this, the focussed attention from each child's key-person ensures that all children make good progress in their learning. Alongside the information about children's care needs, staff collect some developmental information for each child on entry. They use this to identify a starting point for each child. Staff continue to assess children's development on a regular basis and track children's progress. Staff make short observations and assessments of children's play and use these to plan for the next steps in their learning. However, these do not always cover all areas of learning and some time may elapse before children's progress is assessed in some areas. This means that sometimes, the next steps in children's learning are not planned for as quickly as possible to further support each child's good progress. Staff encourage parents to complete home learning observations which contribute to the key-person planning for each child. In addition, parents attend regular parents evenings and open day play sessions. Staff share progress summaries with parents and offer suggestions about how they can extend children's learning further. Consequently, children are very well supported in continuing their learning at home.

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

Parents comment that their children have settled into the nursery quickly and enjoy spending time with their key-person. Children are confident, communicative and independent, this shows that they are forming secure attachments. Flexible settling in sessions ensure staff quickly get to know children's likes, dislikes and familiar routines. Babies new to the nursery show they are emotionally secure when they explore independently and smile at visitors, knowing their key-person is close by for reassurance. Regular visits to the next room and sharing information between staff is very effective in supporting children to make the move from one room to another. Consequently, children's personal, social and emotional development is well supported. Older children are helped to prepare for the next stage in their learning by playing school in the role-play area, dressing up in school uniforms and listening to stories about starting school. Consequently, they are excited by the prospect of moving on to school.

The nursery environment is bright and welcoming and offers children opportunities to play in a number of very well equipped areas. The children's playrooms are arranged so children can access resources themselves and have spaces to be messy, as well as cosier, cushioned areas for relaxation. Colourful displays, depicting a diverse range of nationalities and homemade family photograph books ensure that all children feel valued. Plentiful resources reflecting the wider community support children's growing understanding of the similarities and differences between people. Children play well together and enjoy each other's company. For example, they play cooperatively during a bug hunt activity in the garden, having great fun searching together. Staff speak to children in a calm and quiet way and gently remind them to share and look after the resources. They regularly praise younger children when they cooperate in play or act as a helper at lunch time. Experienced staff sensitively manage each child's individual needs. Consequently, children's behaviour is very good.

Children are offered a healthy and nutritious diet that includes fresh fruit and vegetables daily. Older children wipe and set the table, pour their own drinks and serve themselves at mealtimes, which promotes their growing independence. Discussions about healthy eating and exercise, visual clues to support hand washing in the bathrooms and daily tooth brushing, all contribute to children's good understanding of how to keep themselves healthy. Outdoor play is accessible for all children, all day. Babies crawl freely between their playroom and the garden and enjoy stories, songs and block play outside. Older children have opportunities to ride bicycles, climb steps, dig in the sand and pretend to cook mud pies in the mud kitchen. This further develops their physical skills and helps them to develop a healthy lifestyle. Pre-school children complete their own risk assessments of the outdoor area and for any new resources introduced. Staff encourage younger children to negotiate balance beams and climbing equipment with their support. Consequently, children of all ages are beginning to learn about safety and risk. This attitude helps children to have a go and persist with more challenging activities when they eventually move to school.

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

Management and staff have a good understanding of the requirements of the Early Years Foundation Stage. As a result, they are meeting all the legal requirements. Safeguarding is given a high priority in the nursery. Staff have a good understanding of the signs and symptoms of abuse. They know who to contact, both in the nursery and in external agencies, if they have any concerns about a child's welfare. This means that any concerns are dealt with promptly. All staff have attended safeguarding training and know the procedures to follow, including how to address any concerns about other members of staff. Policies, procedures and records are in place to further protect children from harm. There are effective recruitment and vetting procedures in place to ensure the suitability of staff who work with children and include staff being checked through the Disclosure and Barring Service. Safeguarding is included within the thorough programme of induction of staff. Risk assessments are completed, which helps staff to minimise any risks to children. Furthermore, the premises are kept safe and secure and entry systems are robust. Almost all staff have attended paediatric first-aid training. This ensures that there is always a member of staff qualified in paediatric first aid on duty to keep children healthy and safe.

The nursery is organised well and practitioners work effectively together and with external agencies. This ensures that the environment is inclusive and supports all children's learning and development. There are good quality and up-to-date learning journals, which track children's progress across the seven areas of learning. The manager monitors children's development and has an overview of the progress of each child, including those with special educational needs and/or disabilities. There is a systematic approach to monitoring the quality of the nursery provision. However, the monitoring is not sharply focused and therefore, there are a small number of occasions when children's progress is not rigorously assessed in every area of learning.

The management team are enthusiastic about the continued development of the nursery. The management and staff use their knowledge of how children learn to action plan areas for improvement. For example, they are currently focusing on developing the outdoor provision to provide greater opportunities to extend children's learning and development through the provision of a wider range of natural resources. There is a planned programme of professional development and staff undertake a range of courses. Many staff are studying for higher early years qualifications such as, degrees. Staff work effectively with a range of professionals outside the nursery to support children's individual needs. These include health visitors and speech and language therapists. Planned programmes set by professionals are used to support children's learning needs, so that they make the best possible progress. Partnerships with parents are generally very good, however additional support for parents who speak English as an additional language is not in place. Parents speak highly of the nursery and are confident that their children are making good progress. They comment that key-persons and other staff know and support their children very well. This has a very positive effect on the care and well-being of children and the progress they make in their 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. 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

|                                    |                          |
|------------------------------------|--------------------------|
| <b>Unique reference number</b>     | EY268696                 |
| <b>Local authority</b>             | Liverpool                |
| <b>Inspection number</b>           | 872725                   |
| <b>Type of provision</b>           |                          |
| <b>Registration category</b>       | Childcare - Non-Domestic |
| <b>Age range of children</b>       | 0 - 17                   |
| <b>Total number of places</b>      | 60                       |
| <b>Number of children on roll</b>  | 79                       |
| <b>Name of provider</b>            | Kidsunlimited Limited    |
| <b>Date of previous inspection</b> | 11/03/2011               |
| <b>Telephone number</b>            | 0151 298 2521            |

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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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