

# Universal Kids Childcare

Families Matters, Cowgate & Blakelaw Childrens Centre, Lindfield Avenue, Blakelaw, Newcastle Upon Tyne, NE5 3PL

<b>Inspection date</b>	17/11/2014
Previous inspection date	03/02/2010

<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

- Staff use highly effective strategies to develop and extend children's communication and language skills. This means children learn new words rapidly, build up their vocabulary and confidently use talk to express themselves.
- An effective key-person system is in place, which helps children to form secure attachments and good relationships with staff.
- Children's welfare and well-being are very well promoted in the setting. There is a comprehensive awareness of safeguarding issues among the staff, all of whom are suitable to fulfill the requirements of their role and have had appropriate checks carried out.
- Parents receive a warm welcome at this friendly, supportive setting. Staff highly value the knowledge they share about their children and use this well to further promote children's learning and achievements.

### It is not yet outstanding because

- Opportunities for more able children to enhance their already good mathematical skills are not always maximised during group time and play-based activities.
- On some occasions, the group size at lunchtime is too big. This means that some younger children and those who require additional support, find it difficult to settle and adjust to the new routine.

## 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 viewed all parts of the setting accessed by children, including the outdoor environment.
- The inspector checked evidence of suitability and qualifications of staff working with children and discussed the manager's self-evaluation form.
- The inspector observed teaching and learning activities in the main room and outdoor environment.
- The inspector carried out a joint observation with the manager.
- The inspector carried out a meeting with the manager of the setting and looked at and discussed a range of policies and procedures.

## Inspector

Nicola Jones

## Full report

### Information about the setting

Universal Kids Childcare was registered in 2009, and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the Families Matter Cowgate and Blakelaw Children's Centre in the west of Newcastle upon Tyne, and is managed by Bunhill Services Limited. The setting serves the local area and is accessible to all children. It operates from a main playroom and there is an enclosed area available for outdoor play. The setting employs seven members of childcare staff. All hold appropriate early years qualifications at level 3 and higher. The setting opens from Monday to Friday 8.45am to 11.45am and 12.15pm to 3.15pm, term time only. Lunchtime care and breakfast club are also available. Children attend for a variety of sessions. There are currently 55 children attending who are in the early years age group. The setting 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:

- extend opportunities for more able children to enhance their already good mathematical skills during group time and everyday play-based activities
  
- reflect on the organisation of lunchtime to ensure younger children and those requiring additional support are helped to become familiar with new routines and experiences.

## 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 children learn and develop. They interact confidently with children as they play and encourage them to engage in a good range of interesting and challenging activities. As a result, children demonstrate confidence as they explore, investigate and engage in new experiences and make good progress in all areas of their learning and development. Staff provide stimulating resources which are accessible and open-ended so that they can be used, moved and combined in a variety of ways. For example, children thoroughly enjoy mixing sand and water in the variety of pots available outdoors. They carefully transfer their mixture from one pan to another, maintaining focus on their activity for sustained periods of time. Staff support children very well as they play. They help children to complete what they are trying to do, without taking over or directing. This encourages children to learn by trial and error and demonstrate a positive can do attitude.

The quality of teaching is consistently good and some practice is outstanding. Where teaching is particularly strong, staff introduce new words in the context of play in a superb way. For example, they join children in the large outdoor water and mud area, emphasising words, such as splash and squelch to describe their actions. This supports children, especially those with special educational needs and/or disabilities, to build up their vocabulary and explore the sound of new words. Practice is equally effective when staff read stories aloud to children. They use different voices to tell stories and encourage children to join in wherever possible. This helps children to show an interest in books and reading, supporting their future literacy skills and readiness for school very well. Children who speak English as an additional language are well supported through the use of books and other resources to make progress in their learning. Staff take reasonable steps to encourage children to use their home language through play and learning activities. For example, they use a pen to translate text from story books and seek key words from parents, such as greetings, to use throughout the day. Staff generally provide good opportunities for children to develop their mathematical skills. They use creative activities well to draw children's attention to shapes and extend their thinking skills by asking questions, such as 'I wonder what you could use the circle shape for on your picture?' Children engage in interesting activities to encourage them to count and develop an understanding of number. For example, they roll a dice and count the number of pieces of round-shaped cereal before placing them onto lengths of dried spaghetti. However, there are occasions when the already good mathematical skills of more able children are not fully maximised during group and play-based activities.

Children have individual files containing on entry assessments, examples of their work, observations and photographs as evidence of learning. This is tracked over time to demonstrate progress. Effective strategies engage parents in their children's learning in the setting and at home. They have access to their child's learning journey file which keeps them well informed of their child's progress and they are actively encouraged to talk informally to staff either before or after each session. This means there is shared knowledge about children and a complete picture of children's learning and development is obtained.

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

Children are warmly welcomed into this bright and stimulating setting. Staff provide a wide range of age-appropriate toys, equipment and resources in the indoor and outdoor environments. Children develop confidence as they independently select what they need for their play. Staff encourage children to be independent throughout the day. They find and return their own aprons, wipe the table if they spill milk at snack time and wash their hands before they eat their lunch. This helps them to feel good about their own successes, supporting their self-confidence. Children's health and self-care is promoted well in the setting. A wide range of fresh, healthy foods are provided during snack time and staff gently support and encourage children to try different foods and textures. Children enjoy a nutritious, cooked meal at lunchtime which is freshly prepared on site each day. Staff sit alongside children as they eat and maintain their attention generally well by singing songs and rhymes. However, there are occasions when the group size

during this time is too big. This means that some children, particularly younger children and those who require additional support, find it difficult to adjust to the new routine and the experience of eating together with others. Physical well-being is promoted well in the outdoor environment and children access this space throughout the day, enjoying the fresh air and engaging in energetic activities. For example, they enjoy jumping into the large water play area and blow bubbles using soap and water.

An effective key-person system is in place, which helps children to form secure attachments and good relationships with staff. Children show they have close bonds with their key person and other staff when they crawl into their lap to sit down when engaging in group tasks. Staff meet children's individual needs well and respond sensitively to their personal needs. For example, they gently talk and reassure children when they become upset while waiting for parents and carers to collect them. Staff work closely with parents and carers to support their emotional development. Parents and carers spoken to describe how well staff support their children to settle into their new environment. They use words such as 'really good' to describe how staff interact with both them and their child. Good quality information is gathered from parents and carers when children begin attending the setting. For example, registration documents contain information, such as, family set-up, children's like and dislikes, medical needs and allergy information. This provides continuity in children's physical and emotional well-being when they move from home into the setting. Children are equally well supported emotionally when they prepare to leave and move into local schools. School teachers are invited into the setting to meet children and discuss their individual needs and circumstances. This supports children's emotional well-being and helps them to become familiar with their new teachers before they move into school.

Children's behaviour in the setting is good. This is because staff set, explain and maintain clear and reasonable limits so that children can feel safe and secure in their play. Staff make very good use of clear, specific language to ensure children know what is expected of them, especially during lunchtime. This is shared with parents, to maintain a joint approach to managing behaviour. As a result, a relaxed and happy environment is created which enables children to feel cherished and secure. Children show respect for one another, observe space boundaries and begin to understand the importance of safety through the various activities on offer. This is because staff explain why safety is an important factor in using toys and equipment. They supervise children well and have sensible rules for everybody to follow. For example they remind children not to bring bicycles indoors. Consequently, children play well together and demonstrate safe practices when using resources, especially in the outdoor area.

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

The manager and her staff team have a good understanding of safeguarding children. Staff fully understand their roles and responsibilities and receive regular updates through training and attending staff meetings. Staff know what to do if they have a concern about a child and know procedures to follow if an allegation is made against a member of staff. Policies and procedures are all very well written and organised. They are reviewed as a

staff team and are known and understood by all staff and parents. There is rigorous security in place for entry to the setting and all doors are locked securely. This ensures that only authorised visitors are able to enter the premises. Children and visitors are also signed in and out of the nursery. In addition, daily risk assessments ensure all that areas of the setting are checked and hazards identified. Children are further protected as robust recruitment and induction procedures are in place, which ensures that all staff are safe to work in close contact with children.

The manager has a very good overview of the setting. She observes and monitors the quality of teaching and learning and analyses assessments so that she can highlight any gaps in achievement and plan appropriate interventions. She is supported by the children's centre qualified teacher to accurately identify aspects of her provision where improvement is needed. For example, boys' achievement was recently identified as an area for improvement. Revisions were made to the physical outdoor environment to encourage boys to engage in regular playful activities and enhance opportunities for hands-on, messy play. Staff clearly enjoy working in the nursery. They are well supported and have regular supervision meetings where they discuss their strengths and highlight training needs. The manager encourages a reflective culture. Self-evaluation is effective as she identifies what staff do well and how they help children learn. It takes into account the views of parents, staff and children. The views of parents are sought regularly throughout the year by using questionnaires and comments are acted upon. For example, revisions to practice have been made to ensure children's clothing is protected at all times. The manager demonstrates a strong drive to improve the setting and has good capacity to improve practice and provision further.

Partnerships with parents are well established and make a strong contribution to meeting children's needs. Parents speak highly of the service provided and make comments, such as 'My child loves coming and I have noticed they are making good progress.' Partnerships with external agencies and other professionals are equally well-established. The manager and staff work very well with practitioners in the attached children's centre and effectively use advice to provide targeted interventions to meet the specific needs of individual children. For example, advice from speech and language therapy services is integrated well into daily planning.

### **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>	EY398892
<b>Local authority</b>	Newcastle
<b>Inspection number</b>	859999
<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>	35
<b>Number of children on roll</b>	55
<b>Name of provider</b>	Bunhill Services Limited
<b>Date of previous inspection</b>	03/02/2010
<b>Telephone number</b>	0191 214 2460

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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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