

Kidsunlimited Nursery - Fulbourn



Capital Park, Fulbourn, Cambridge, CB21 5XG

Inspection date 17 February 2015
Previous inspection date 29 August 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Children make good progress, because staff have a good knowledge of how they learn. They use their detailed observations and precise assessments of children's achievements to plan stimulating learning experiences. Consequently, children develop positive attitudes to learning and acquire the skills necessary for the next stages in their learning.
- The manager has high expectations of all staff. She monitors their practice through regular supervisions and encourages them to attend a wide range of training courses to enhance the quality of their teaching. As a result of recent training, children benefit from even more purposeful interactions from staff to enhance their learning.
- The manager implements robust systems to safeguard children through stringent vetting and recruitment procedures of staff. The ongoing suitability of staff is regularly checked. This results in children being protected from potential harm.
- Staff form warm and caring bonds with the children. They are attentive to their needs and provide them with lots of praise and reassurance. As a result, children develop a strong sense of well-being. They show high levels of self-confidence as they eagerly explore the spacious environment and rich range of high quality toys and activities.

It is not yet outstanding because:

- Staff do not always maximise opportunities to extend pre-school children's early writing skills during activities in the local community.
- Staff do not maximise the partnerships with other providers where children attend so that children's learning and development is shared with them, to further support their learning.

What the setting needs to do to improve further

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

- encourage children in the pre-school room to practise their early writing skills even more, for example, by providing opportunities for them to record and make lists prior to, and during activities in the local community
- strengthen the partnerships with other providers that children attend, so that information about children's next steps in learning is consistently shared directly with them to support children's continuity of learning and development.

Inspection activities

- The inspector observed activities in all three rooms, including both outdoor play spaces and spoke to members of staff and children at appropriate times during the inspection.
- The inspector joined pre-school children and staff on an outing to the local supermarket.
- The inspector held a meeting with the manager, regional manager and quality improvement manager of the setting and the local authority development officer.
- The inspector carried out a joint observation with the manager, and reviewed the setting's self-evaluation form.
- The inspector took account of the views of parents, as recorded in their written feedback and through discussion.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the setting and a range of other documentation, including policies and procedures to safeguard children's welfare.

Inspector

Lorraine Pike

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Babies learn the pattern of conversation through turn-taking responses. This is because staff consistently respond to their babbles. Staff teach older children the meaning of new words, such as, 'astonish', and ask them questions to challenge their critical thinking. Therefore, all children, including those who speak English as an additional language, learn to be effective communicators. Children with special educational needs and/or disabilities make good progress, given their starting points. This is because staff work in close partnership with their associated professionals. Older children write their own signs and labels which are attractively displayed in their play rooms. However, staff do not always maximise opportunities for children to practise their early writing skills during outings in the community. For example, they are not encouraged to record the ingredients they require to make pancakes. Babies thoroughly enjoy using their bodies to explore their senses. They giggle with delight as they throw small sheets of tissue paper in the air. Older children solve problems through trial and error, as they compare the sounds of the musical shape blocks to discover which one is the loudest.

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

Staff are extremely effective in deploying themselves throughout the session to support their individual key children. Children behave well. This is because staff are excellent role models who teach children to respect each other and their environment. All children develop good hygiene routines from an early age. This is because staff wash babies hands after changing their nappies and talk to them about the importance of this. Consistent access to the inviting outdoor areas ensure that all children develop good physical skills. Older children learn to ride bikes and climb on large apparatus. Babies crawl across purpose-built challenging surfaces to increase their control and coordination. Partnerships with parents are very effective. Staff work collaboratively with them to support children's learning and individual needs well. They particularly appreciate the regular updates and the very good arrangements to support their children to settle, as they change rooms within the nursery.

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

The enthusiastic manager is supported well by the leadership team. They have a secure knowledge of the legal requirements of the Early Years Foundation Stage and strive to attain high quality provision for children. As a result of effective monitoring and self-evaluation they have made significant improvements since the last inspection. A clear and exciting improvement plan supports children's achievements over time. For example, there are plans to introduce forest school sessions, in order to further embrace outdoor learning. Staff form positive working relationships with other providers that children attend. However, this partnership is not as robust as it could be. This is because information relating to children's identified next steps in learning is not consistently shared directly with the providers, to further support children's continuity of learning.

Setting details

Unique reference number	EY475707
Local authority	Cambridgeshire
Inspection number	991809
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	115
Name of provider	Bright Horizons Family Solutions Limited
Date of previous inspection	29 August 2014
Telephone number	07734076263

Kidsunlimited Nursery - Fulbourn was registered in 2014 and is managed by Bright Horizons Family Solutions. The nursery employs 22 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 2 or above, including one with Early Years Professional status. The nursery opens from Monday to Friday, all year round. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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