

Kidsunlimited Nurseries - Wandsworth

4 North Side, Wandsworth Common, London, SW18 2SS

Inspection date	15/08/2014
Previous inspection date	08/08/2013

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	4
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Staff are skilled at encouraging children to create and think critically. This helps children to find ways to do things and solve problems.
- Staff use very effective strategies to promote the children's skills in communication and language. This enables children of all ages and abilities to make excellent progress.
- Staff are highly effective in implementing activities that support children's growing understanding of safety. This means children effectively learn to understand how to keep themselves safe.
- The leadership and management team implement a very detailed induction programme. This means the staff has a clear and secure understanding of supporting children's learning and care.
- Staff provide a highly stimulating environment with child accessible resources and rich experiences that promote challenge and learning. This means children have lots of opportunities to make choices and develop their independence and learning.

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 children and staff's interaction in all the main play areas of the nursery, including the outside area.
- The inspector spoke to children, staff and parents during the inspection.
- The inspector discussed leadership and management and carried out a joint observation with the manager.
- The inspector sampled a range of documentation, including the safeguarding policy, evidence of staff's, and the premises, suitability, risk assessments and accident and medication records.
- The inspector held a feedback meeting with the manager and the regional manger and the local authority advisor.

Inspector

Jacqueline Walter

Full report

Information about the setting

Kidsunlimited Nurseries - Wandsworth registered in 2006. In April 2013 the nursery became part of Bright Horizons Family Solutions. The nursery operates from a purpose-built building, situated in a residential area of Wandsworth, in the London Borough of Wandsworth. The nursery is open each weekday from 7.30am to 6pm all year round. All rooms have direct access to secure outdoor play areas. There are currently 69 children on roll in the early years age range.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is in receipt of funding for the provision of free early education to children aged three and four years. The nursery supports children with special educational needs and/or disabilities.

The nursery employs 18 staff, of these, 15 hold appropriate qualifications. Three staff members are working towards early years qualifications.

What the setting needs to do to improve further

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

- enhance children's role play further by introducing more props during spontaneous play.

Inspection judgements

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

Children are making outstanding progress towards the early learning goals of the Early Years Foundation Stage. This helps them prepare well for school and their future learning. Toddlers show high levels of motivation and confidence in accessing and exploring the environment. They independently chose resources such large sheets of silver paper and enjoy exploring the sounds that it makes as they squeeze it and wave it around. Staff effectively encourage them to take time in exploring textures of the materials and extend their learning by encouraging them to listen to the sounds they make and use the materials when dancing to music. This helps the younger children to effectively express their feelings as well as develop their physical skills. Children enjoy practising physical skills during a variety of activities. For example, younger children enjoy using play dough where they learned to coordinate their movements by mimicking the staff's actions in rolling the dough into balls. Older children enjoy practising their finer skills as they fit nappies and clothes on their dolls. Staff provide very stimulating activities to help children gain an understanding of the world. For example, children thoroughly enjoy first hand experiences of touching and seeing live and exotic reptiles that an outside agency brings

into the setting. Staff encourage all children to successfully enjoy and engage in story time and nursery rhyme sessions. Staff use different voices and tones when reading to them and encourage children to participate when possible. For example, by turning the pages or counting the items in the book. This helps children to develop their early skills in reading as well as their understanding of numbers.

The quality of teaching overall is extremely good. Children of all ages have excellent support for their language development. Almost all the staff are highly skilled at interacting with children. For example, with the babies the staff consistently talk about what they are doing, which helps the children to associate actions with words. With toddlers, the staff listen carefully to what children say and repeat and extend their sentences. This consolidates the children's growing vocabulary. Staff show a genuine interest in the children and they consistently ask older children meaningful questions. For example, staff ask children if they can describe their experiences regarding hospitals before reading a book on the subject. This effectively supports children in further developing conversational skills. Children enjoy engaging in role play, where they pretend to be fire fighters or pretend they need to help the police with a robbery. Staff are skilled at facilitating the children's play, asking them questions to help extend their imaginations. However, staff do not always provide extra props to further enhance the children's spontaneous imaginative play. Staff are also skilled at supporting children's creative and critical thinking, so they become confident and independent learners. For example, when children, who are holding a spoon, say that they cannot cut their vegetables, staff encourage them to reflect on their own learning by asking questions, such as 'What do think you need to use?' As a result children stop, think and then reach for a knife and fork. Staff then successfully encourage them to use the utensils independently.

Staff use information from assessment to support children's learning effectively. They successfully identify children's starting points and complete regular observations and summaries of children's development, including the required progress check for two-year-old children. Observations show achievements and concerns when arising and clearly identify the next steps in learning. Staff then use this information, in addition to topics and the children's interests, to effectively plan children's individual development. These and the children's patterns in learning (schemas) are then displayed on white boards, which effectively allow all the staff to know what children are working towards. Staff and the manager monitor children's progress well by linking their observations to the age and stage of development. This helps them to successfully identify and address any gaps in the children's learning.

Partnerships with parents are extremely strong. Parents receive regular information about their children's learning and progress, and staff value and welcome their expertise. For example, parents are invited into the nursery to read stories to children in their home language. They also share experiences, such as a new baby. Staff successfully encourage parents to take an active role in supporting their children's development at home and in the nursery by working successfully with them. For example, parents are asked to supply a shoe box that the older children use to decorate as a writing box. The staff then provide a pencil and name plate and place this inside it for the children to use at home. This effectively promotes a cohesive approach to developing the children's writing skills in

readiness for school.

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

There is a very effective key-person system in place, which includes the use of a buddy system. This provides good continuity and consistency of care for the children. Staff implement effective strategies to help settle new children in. They encourage parents to participate in settling-in visits and gather detailed information about the children's interests and routines at home through an 'All About Me' booklet. Parents also provide additional information that they individually write up. This enables staff to have a very good understanding of children's individual needs and routines, and continually meet them. For example, babies are able to use their dummies from home within the nursery, which helps to make them feel safe and secure. Children are very happy and display very good confidence in talking and playing with all staff. For example, babies seek reassurance from staff that are not their key person and quickly settle when they are cuddled by staff and distracted with other resources. Older children confidently ask questions of staff who engage in their role play, such as 'What colour suit is he wearing?'

Staff provide a highly stimulating environment with a wide range of child-accessible resources and rich experiences that promote challenge and learning. Children have lots of opportunities to make choices and develop their independence. For example, staff organise the resources in low-level furniture with written or photographic templates on them. The environment is bright, clean and child friendly and reflects the wider world. For example, staff display a wealth of photographs of children's activities and work. They also display numbers, the alphabet and different written languages in all of the rooms. This helps the children to revisit or extend their learning and effectively supports children who are bilingual to consolidate their home languages.

Children's behaviour is extremely good. Older children have an excellent understanding of what staff expect of them and are developing secure and very confident relationships with both staff and their peers. Older children are courteous. For example, they pass the serving dishes to other children and then move the fork so the other children can use this to access the food easier. They also advise their peers what they need to do in order to transfer the food to their plates. Staff encourage collaborative working effectively and as a result, children enjoy taking on responsibilities for tasks, such as ringing the bell to indicate it is 'tidy-up' time and then helping to tidy away the activities. Staff also successfully use puppets to help children understand and implement positive behaviour strategies.

Children are very active. They have access to healthy, well-balanced meals such as salmon and broccoli. Staff are highly effective in supporting children's growing understanding of a healthy lifestyle. For example, older children grow and sample a range of fruit and herbs. Children's independence in self-care skills is promoted exceptionally well. The older children help lay the lunch table with plates and cups in addition to filling the jugs with fresh water. The older children also clean their teeth after their main meals. Children have opportunities to prepare healthy 'fruit smoothies' and staff talk to children of all age

groups about the importance of healthy food as they eat and enjoy their meals together. Staff are highly effective in implementing interesting activities that support children's growing understanding of safety. For example, they dress up as the nursery mascot named Candyfloss and use this to promote safety. The children enjoy visits from the police who help them understand how to keep themselves safe.

Staff are very effective in helping children prepare for moves within the nursery and into their new schools so they feel happy and secure. Staff welcome parents to participate in visits with their child to their new rooms. This helps children gather confidence and familiarity. Children are prepared very effectively for their move into reception class. For example, they have designated school days where they dress up in school uniforms. Staff also focus the children's activities on school readiness, such as school assembly, reading recognised school reading books and tying a school tie. Children are able to meet some of their new teachers and discuss the routines of their new schools. All these strategies help the children feel confident when they ultimately transfer.

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

The leadership and management team have an outstanding understanding of their roles and responsibilities in meeting the learning and development requirements of the Early Years Foundation Stage. A very strong management team leads the nursery and demonstrates passionately an extremely strong drive to improve outcomes for children. They use a wide range of resources to critically evaluate, reflect and improve on their practice. For example, they conduct ongoing self-evaluation, regularly monitor and support staff performance and invite parents and staff to share their thoughts and views. As a result new initiatives, such as a parents' forum and a system to nominate 'a staff member of the month' have been created. These clearly encourage a cohesive approach with parents and incite motivation in staff, which effectively helps to improve the children's outcomes. In addition to this, they have fully and effectively addressed all their previous actions and have welcomed and implemented extensive support and advice from the local authority advisor since the last inspection. For example, the advisor has actively supported the staff to use open-ended questions, commentary and sounds in a meaningful way. This has helped the staff team hugely in improving their interaction with the children. Staff have also accessed a wealth of additional training courses that have effectively contributed to improving outcomes for children in all areas of learning. For example, they have completed Observation, Assessment and Planning, Behaviour Management and Growing Readers and Writers.

The leadership and management team have an excellent understanding of their responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. Recruitment, vetting and induction procedures are extremely robust. For example, all new staff undergo a very detailed induction course that includes three days of completing ten online training courses. In addition to reading the nurseries policies and procedures, all new staff receive practical training from management on mealtimes, nappy and sleep times, and observation and planning. They also have a health and safety

walk around the building. This full induction process is completed before they are able to work with the children. This means the staff are fully aware of their roles and responsibilities in meeting the children's individual needs.

All the staff keep the children safe within the nursery, taking all positive steps to minimise risks and ensure their safety. For example, a strict ban is implemented in the nursery around the use of mobile phones. These are all placed in staff lockers before the staff enter the rooms where they care for the children. In addition to this, management consistently supervise the entrance foyer and are vigilant in ensuring visitors record their arrival and departure times. Staff have an excellent understanding and are fully aware of their responsibilities in safeguarding children's welfare and are very confident in knowing the referral procedures to follow.

The manager carries out regular observations of staff, closely monitoring their strengths and identifying any areas for enhancing their practice. She is skilled at assessing how staff interact and communicate with children to support their learning. Regular supervisions take place with staff and, after joining the nursery since the last inspection, she has now started to conduct their annual appraisals. This gives the staff opportunities to discuss any issues concerning children's development or well-being. Management is supportive in facilitating and supporting the staff's learning. For example, the manager works closely with assessors and three staff who are currently studying for a childcare qualification.

There are very effective systems in place to share information with parents. Information about children's development and progress is shared through emails as well as daily conversations and regular parent meetings. The manager records all complaints both verbal and written and meets the requirements, particularly regarding the addressing of these within 28 days. Parents are extremely happy with the service provided. They feel the strengths of the nursery are that staff interact warmly with the children and the environment is clean and bright with lots of lovely activities. Staff make excellent links with other agencies to effectively promote areas of learning. For example, children enjoy the benefits of French and Spanish teachers, as well as other professionals connected with Yoga. Staff also work successfully with other professionals involved with the children to provide specialised equipment. This helps them to effectively promote inclusion. As a result, children with special educational needs and/or disabilities receive the support they require to help close any identified gaps 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

Unique reference number	EY343093
Local authority	Wandsworth
Inspection number	963278
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	68
Number of children on roll	69
Name of provider	Kidsunlimited Limited
Date of previous inspection	08/08/2013
Telephone number	08453 652964

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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Piccadilly Gate
Store St
Manchester
M1 2WD

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