

Kidsunlimited Limited - Carshalton

231 Carshalton Road, CARSHALTON, SM5 3PZ

Inspection date

Previous inspection date

24/06/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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's personal, social and emotional development is very good. They form good relationships with both staff and other children.
- The manager is very enthusiastic and keen to develop nursery practice to the highest standard by driving continual improvements to benefit all children.
- Children are happy and show a strong motivation to learn as they actively engage in play both indoors and outside.
- Partnerships with parents are positive. Children benefit from good communication links between their main carers, which results in a joined-up approach to meeting their individual needs.

It is not yet outstanding because

- Children with English as an additional language have limited opportunities to develop and use their home language in play and learning.
- Staff do not maximise children's opportunities to develop their awareness of words and numbers or to practise their climbing skills.

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's play in all rooms and outside.
- The inspector discussed nursery practice with the manager and staff.
- The inspector sampled documentation, including children's learning records.
- The inspector took into account the verbal and written views of parents.
- The inspector carried out a joint observation with the nursery manager.

Inspector

Catherine Hill

Full Report

Information about the setting

Kids Unlimited - Carshalton is one of over 200 nurseries nationwide owned by Bright Horizons Family Solutions. It was registered in 2012. The setting operates from purpose-built ground floor premises in Carshalton, within the London Borough of Sutton. There are four main group playrooms for children and they have access to an enclosed outdoor play area. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children are able to attend for a variety of sessions. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery employs eleven members of childcare staff. The manager has a Foundation degree and nine staff are qualified to level 3 and one to level 2. Professional development is ongoing for all staff. The nursery supports children with English as an additional language. There are currently 74 children on roll in the early years age range. The nursery receives funding for the provision of free early education to children aged three and four.

What the setting needs to do to improve further

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

- increase opportunities for children to develop and use their home language in play and learning

- develop resources to provide children with more opportunities to see words and numbers in their play and to practise their climbing skills.

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 to support and develop children's learning. Consequently, children make good progress with their development. Parents share information about their children's starting points on 'About me' forms and staff also complete baseline assessments of children's abilities after children have settled at the nursery. Staff maintain learning records for children in which they track their progress. They keep written and photographic evidence of their observations of learning and complete regular summative assessment sheets noting children's next steps. Staff invite parents to view and discuss their children's records and development with them every 12 weeks and parents have opportunities to add their own comments to these records. Parents are kept fully involved with their child's learning through this ongoing sharing of

information. As part of children's learning journey staff also complete the required progress check when children are two years old. Any gaps in development are noted and discussed with parents so that action can be taken to address them.

Children are very happy in the nursery and their personal, social and emotional development is very good. They are active learners and have fun as they learn through play, both independently and working with others. Staff skilfully and sensitively support learning and understand when to step in and when to stand back to allow children the freedom to explore and learn at their own pace. For example, staff notice children going to watch others exploring the contents of a tray filled with animals and foam. Staff encourage children to use their senses to feel the foam and demonstrate how to have fun lathering the suds between their hands before clapping to make the suds jump in the air. Children watch closely and then tentatively touch the foam before going to wash their hands. Allowed to take their time children return to the foam and get bolder each time, immersing more of their hands in the foam mixture. Eventually they imitate staff actions and rub the foam between their hands before clapping and smiling broadly with a sense of achievement as the suds fly into the air.

Staff help develop children's vocabulary as they name objects and colours. They gently sing action rhymes to young children so that children can develop their understanding of spoken words linked to staff movements. Children move their bodies in response to the singing and reach out and shake musical instruments showing their enjoyment. Staff foster children's interest in literature by reading them stories. Older children listen intently and join in with familiar phrases. Children understand that print carries meaning and some take on the role of story teller as they hold a book and confidently tell others the story from memory, while turning the pages as if reading. Staff sing number songs with children to help develop and reinforce children's understanding of numbers. However, there are no key word or number labels inside, for example in the role play area, to provide children with increased opportunities to see words and numbers as they play. There are welcome signs in different languages on display in the nursery corridors acknowledging children attending the nursery with English as an additional language. The nursery has some resources in children's base rooms which provide children with opportunities to develop and use their home language in play but these resources do not cover all languages known to children.

Older children demonstrate a good understanding of technology as they competently manipulate the mouse on the computer to complete an observation game. Children are able to freely express themselves through a variety of different mediums. They have fun using their imagination, for example, to paint and to play in the role play area. They have learnt about the natural world through planting produce in the nursery garden and about other cultures through planned activities, such as making tacos and guacamole during Mexican week.

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

A gradual settling-in process successfully enables children to move into nursery life and to transfer between rooms as they get older and develop in ability. The key person system is effective in supporting children's emotional well-being. Children have secure attachments to their key person and babies, for example, and enjoy cuddles and the attention they receive. Children confidently explore their environment knowing that staff are ready to support them. They have access to a range of good quality resources, which promote learning in all areas. Resources are clean, well maintained and made of different materials, which supports children's understanding of the wider world and the fabrics within it. For example, babies explore natural objects in a sensory basket and on stacking rods, while older children play with everyday materials such as boxes and plastic bottles in the home corner. Children have good relationships with staff and each other and behave very well as they amicably share resources. Older children show kindness to others, for example, as one child perseveres until he successfully helps another with the zip on his coat.

Good procedures are in place within the nursery to develop children's understanding of a healthy lifestyle. Children follow routine hygiene practice as they wash their hands before eating, and they help themselves to drinks when thirsty, demonstrating confident self-care skills. They are provided with a variety of healthy meals and older children help serve themselves before enjoying a lunch of vegetable lasagne. All children have daily opportunities for fresh air and exercise. They enjoy play in the nursery garden where they can ride on a variety of wheeled toys. They can practice their balance skills moving between tyres set across the ground but do not have access to large scale equipment to freely practise their climbing skills. Children are developing a good understanding of safety through fun activities, such as making biscuits iced with traffic light colours. They understand red means stop and green means go and further show their awareness of safety as they engage in role play. They put on an oven glove when they are 'cooking' and using the small world cooker and remind others that the play food fish is 'on the bone' and that 'if you eat the bone you will choke'.

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

The leadership and management of the nursery are good. The manager and her staff team understand their responsibilities in meeting the requirements of the Early Years Foundation Stage. Staff understand how to challenge and further children's learning through, for example, the use of questions and demonstration of skills during play. Planning and assessment is a continuous cycle enabling staff to ensure each child has access to activities to progress their skills in readiness for their eventual move to school. Management monitor children's development records on a monthly basis and keep a record of their checks. They monitor staff performance through supervision and appraisal meetings. Rigorous recruitment and induction procedures ensure all staff working with children are vetted and suitable to do so and good systems are in place to assess ongoing staff suitability. All staff have attended safeguarding, first aid and food handling training and management support their continuing professional development. Staff are secure with the procedures to follow with any safeguarding concerns and child protection information is on display within the nursery. The premises are kept secure and staff carry out daily

safety checks to maintain a safe play environment for children. Shoe covers are worn in the rooms used by babies and visitors are requested to use hand sanitizer on entry to the nursery.

The nursery work closely in partnership with parents and others, such as childminders, to promote a joined-up approach to meeting children's needs. Relationships with parents are good and they are very happy with the nursery provision. They confirm that staff are very welcoming and helpful and that everyday they are given a summary of their child's day. The manager of the nursery is very enthusiastic and keen to develop practice to the highest level to improve outcomes for children. Feedback on nursery practice is sought from parents and staff and the views of children are seen as very important. The nursery has a children's council with a group of children, representing their peers, who are asked for their views on nursery life. For example, what makes them feel safe and what do they enjoy doing. A written evaluation of nursery practice has been completed and monthly action plans are drawn up detailing identified areas for development showing a clear drive for continuous improvement.

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. 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	EY456442
Local authority	Sutton
Inspection number	899411
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	65
Number of children on roll	74
Name of provider	Kidsunlimited Limited
Date of previous inspection	not applicable
Telephone number	08453652900

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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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