

# Kids Unlimited Nurseries- Maidstone

Turkey Mill, Ashford Road, Maidstone, Kent, ME14 5SF

<b>Inspection date</b>	22/11/2013
Previous inspection date	12/06/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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

- The extremely well-qualified staff team consistently build on their skills and knowledge by attending relevant training and sharing information gained with their colleagues. This results in professional and informed staff that are committed to providing an excellent service.
- Children are excited about attending and thoroughly enjoy the experiences at the nursery. The high quality activities and abundant adult interactions inspire and enthral all children.
- Excellent self-evaluation means that staff are continually extending the service they provide for families and children.
- Leadership and management of the nursery are exceptional and all staff are enthusiastic and motivated to provide the best possible care for all children.
- The support that parents and children receive from their key person is highly effective in ensuring their time at nursery is a very positive one.

## 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 and practitioners' interactions, in the baby room, toddler rooms as well as upstairs in the pre-school room.
- The inspector scrutinized relevant supporting documentation.
- The inspector talked to the provider about the service and how she is driving forward improvement and discussed her action plan.
- The inspector undertook joint observation with the manager in the toddler and pre-school rooms.
- The inspector checked the evidence of suitability and qualifications of staff working with children.
- The inspector looked at children's assessment records and planning documentation.
- The inspector took the view of parents spoken to on the day, as well as information from parent questionnaires.

## Inspector

Sara Garrity

## Full report

### Information about the setting

Kidsunlimited Nurseries in Maidstone registered in 2011 and is one of a chain of nurseries originally owned by Kidsunlimited. In 2012 it changed ownership and is now owned by Bright Horizons Limited. It operates from purpose-built premises situated on a business park in Maidstone, Kent. The nursery is open each weekday from 7.30am to 6.30pm, for 52 weeks of the year. Children have access to a number of enclosed outdoor play areas. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 112 children aged from three months to under five years on roll. The nursery is in receipt of funding for the provision of free early education to children aged three- and four-years-old. It also supports children with special educational needs and/or disabilities and those who speak English as an additional language. The nursery employs 30 members of staff including a receptionist, cook and housekeeper. Most staff working with the children hold appropriate early years qualifications at levels 4, 3 or 2. Other staff are either gaining a qualification or updating their qualifications. The nursery receives support from the local authority.

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

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

- enhance partnerships with parents, to ensure that all parents are fully aware of all aspects of their child's day at the nursery, including types of foods eaten.

### Inspection judgements

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

Staff are highly skilled at interacting with children and provide excellent opportunities for them to explore their environment. All children's achievements are outstanding, because teaching is purposeful; questions challenge children's thinking and practical activities focus keenly on their interests and stages of development. Staff explore textures with the children through a variety of inspiring resources and activities, both inside as well as in the garden. Staff help children develop their emerging interests through highly innovative planned activities. Children excitedly explore objects hidden in the cornflour, searching for the animals as well as watching the gloop drip off their fingers. Staff extend the children's vocabulary by reinforcing these actions with appropriate words. The entire nursery is a hive of activity, with every child engrossed in their learning, demonstrating a great sense of belonging to their nursery. They are curious learners from the time they eagerly arrive at nursery to the time they leave. Children learn to recognise their names, for instance, on their coat pegs as well as when they self-register. They have excellent opportunities to practise their early writing. For example, they use pens and paint to design maps on large sheets of paper on the floor as well as using brushes with water to make marks in the

garden. Children freely move around the setting, selecting those resources that interest them. Staff divide the room into stimulating areas of interest, enabling children to make informed decisions about where to find resources. The staff team, to expand and adapt to meet children's ever-changing interests, review the room layout and equipment regularly. Children take ownership of their artwork, which is stored in individual portfolios or attractively displayed by staff, which boosts children's confidence and self-esteem.

The children benefit greatly from developing their imagination both indoors and outside. Large boxes in the garden provide children and staff with cosy spaces to sit and sing actions songs, which supports children's counting skills. In the home corner, children are further developing their mathematical language as they eagerly add more and more noodles to the pot. Staff expand children's ideas and provide excellent support, allowing children to transport the various materials to where they want to play with them. This positive interaction greatly supports children's on-going progress and learning through play. Children have excellent opportunities to explore the wider community as they go on walks to the supermarket, as well as visit the local Orangery, armed ready with magnifying glasses to explore and investigate the bugs and plants.

Observations and assessments are used exceptionally well, from identifying children's initial starting points to recording assessments for children's progress checks at the age of two. The records the staff complete for children going through to school are highly valued by both the parents and the schools. Each child's learning journey is shared fully with the parents and is used highly effectively in the process of meeting their child's individual needs. All children including those with special educational needs and/or disabilities are making fantastic progress from their starting points. Adults are extremely skilled at interacting with children, and are expert at planning to meet their individual learning needs. Staff liaise with other professionals and act on their advice, work very well in partnership with parents, and have boosted their understanding of working with these children by frequent attendance of well-targeted training courses.

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

The key person system is exceptionally well embedded into the daily routine and ethos of the nursery. Both key persons and their buddies have detailed knowledge of their key children, their interests and abilities, and their planned next steps. As a result, the children do extremely well because the staff put them at the heart of what they do. Very effective settling in procedures mean that the staff, children and their families get to know each other tremendously well. When babies and toddlers move from their units 'up' to the other playroom, their feelings of security are a priority. They first visit for short periods with their key person, and spend time establishing a positive relationship with their new key person. Therefore, when they are ready to make the move, they are settled, confident and ready for the next stage in their learning. Staff have forged close links with all schools the children go through to and use their extensive knowledge to prepare the children and parents for the move.

Staff make snack times a thoroughly enjoyable experience for all children as they practise

valuable life skills, pouring their own drinks from the water dispenser and cutting up fruit. Daily routines within the nursery enable children to begin to develop their personal independence, learning to dress themselves and use the toilet independently. Children wash their hands before and after eating and babies have individual flannels to wash their hands and face. All children are learning fully about the importance of personal care routines.

Meal times are a valued social occasion where the children sit in small groups and engage in conversations with staff and friends. Meals are freshly prepared in the nursery kitchen by a qualified cook. A highly impressive system is in place to ensure all meals meet the dietary requirements of all children, including those who have allergies, cultural or parental preferences. Individual placemats are also effectively used to remind children and staff of the foods they like as well as the ones they need to avoid. The children feel exceptionally safe and secure as they move freely within the nursery. Staff are vigilant and promote children's safety through highly effective routines and procedures. For example, they remind children not to run indoors and encourage them to help tidy up and clean up any spillages.

Outdoor play features prominently in the routine, with babies being taken out regularly on walks to explore features of their local community. The older children have a wealth of opportunities to engaging in all aspects of their outdoor environments, as they investigate and explore in the newly set up mud kitchen, as well as sharing and taking turns riding and parking the trikes and scooters. The outdoor environment has a significant impact on children's learning. For example, they gain a sense of achievement as they find the missing spade in the sand pit as well as managing to climb to the top of the slope. Indoor music and movement sessions further promote the children's understanding of the importance of exercise.

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

The leadership and management of the nursery are exceptional. Safeguarding has a very high priority within the nursery. All staff are very aware of the procedures to follow to keep children safe at all times. The manager and deputy have undertaken designated person training and fully understand their responsibilities in meeting the welfare and safeguarding requirements of the Statutory Framework for the Early Years Foundation Stage. Comprehensive policies and procedures are in place and effectively followed by all staff. Furthermore a robust whistle blowing procedure supports staff and gives clear guidance about what to do and where to go, in confidence, to protect children and themselves. The manager follows very robust procedures for investigating complaints. For example, she refers to the Local Safeguarding Children's Board for advice where necessary. The manager has implemented excellent systems to provide high quality supervision, training and guidance to support all staff. Staff are well-qualified and all external training is cascaded back to the team, who quickly put what they have learnt into practice to enhance children's learning. Outstanding teamwork is instrumental in driving the nursery forward to promote children's safety; welfare and raise attainment. Extremely

rigorous procedures are in place for recruitment and induction; ensuring staff have a clear understanding of what is expected of them. All staff have had their suitability to work with children checked. New staff are allocated a mentor and all staff receive one to one supervision as well as yearly appraisals. The newly introduced peer observations are used to celebrate the excellent work the staff do, as well as identifying areas for improvement. The manager meticulously monitors staff performance and the quality of teaching. As a result, staff are enthusiastic and motivated to provide excellent care, learning and development opportunities for all the children. Staff show an inspiring commitment to providing the best service they can, and take great pride in their work. For example, staff in the baby unit demonstrate an expert knowledge of safe sleeping, nappy changing and feeding procedures for babies and senior staff regularly monitor staff undertaking these procedures.

The staff work exceptionally well in partnership with a very wide range of external agencies and professionals to meet the needs of children with special educational needs and/or disabilities, as well as those who have English as an additional language. Well-targeted strategies are in place to support all children. For example, amongst the staff there are French, Spanish and German speakers who provide additional support for children and families from different backgrounds. Boys and girls are equally encouraged to follow their individual interests. Everyone is fully included in nursery life. Staff attend training sessions with the local schools to find out how children will be taught phonics, so that they can use the same techniques to prepare children for the next stage of their education. Thorough monitoring procedures to track children's progress are in place, enabling staff to identify any weaknesses or particular groups of children needing additional planning. Consequently, gaps in achievement between various groups of children are narrowing significantly.

The manager demonstrates a very strong commitment to providing high quality childcare. She is highly reflective and is clear about her responsibilities in meeting the learning and development requirements. All activities are evaluated thoroughly for effectiveness and changes are made to further extend and capture the children's interest. A very comprehensive system is in place to assess the progress of two-year-old children and parents are fully involved in this assessment. Particularly strong and purposeful relationships are forged with parents and grandparents. The parent forum gives all parents an opportunity to become involved in the nursery community as well as meet with other parents. Parent evenings are well attended and valued by all. Staff complete extremely informative 'Learning Journeys', which are shared with parents regularly. Parents have opportunities to talk to their child's key person at the beginning and end of every session. The parents also have access to a vibrant and hugely informative website, where they can access menus as well as monthly newsletters. Parents, especially those who are working, value the way in which they can email as well as call the nursery if they require additional information about their child, or just want reassurance they have settled. The 'Day in the Life' daily records are given out to parents of younger children in the nursery, as a brief summary of what their child has been doing. These are generally very informative, however some parents felt that a little more information to say what their child had eaten that day not just how much would be much appreciated. The nursery offers fantastic experiences for all children to learn and grow in a caring and nurturing

environment.

### **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. It will be monitored and inspected within twelve months of the date of this 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		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

<b>Unique reference number</b>	EY438654
<b>Local authority</b>	Kent
<b>Inspection number</b>	943611
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	96
<b>Number of children on roll</b>	112
<b>Name of provider</b>	Kidsunlimited Limited
<b>Date of previous inspection</b>	12/06/2012
<b>Telephone number</b>	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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