

# Kidsunlimited Nurseries - Ladbroke Grove

34 Ladbroke Grove, Notting Hill, London, W11 3BQ

<b>Inspection date</b>	18/03/2013
Previous inspection date	23/03/2010

<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		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 are clear about their individual roles and responsibilities relating to safeguarding matters in order to promote the welfare of children.
- Children enjoy their play and learning because staff understand how children learn and provide stimulating experiences to support their all-round development.
- Children have secure, trusting relationships with their key person. Consequently, they are settled and growing in confidence.
- Staff establish good relationships with parents by sharing all relevant information with them in order to provide consistent care.

### It is not yet outstanding because

- lunch times for older children are sometimes disorganised and do not enable children to develop independence and social skills within a calm and social atmosphere
- children have few opportunities to handle large equipment and create structures of their choice in order to further develop their physical 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 activities in each of the four children's rooms.
- The inspector had discussions with parents and staff.
- The inspector undertook a joint observation with the deputy manager.
- The inspector sampled a range documentation including children's records and safeguarding procedures.

## Inspector

Christine Bonnett

## Full Report

### Information about the setting

Kidsunlimited Nurseries - Ladbrooke Grove is one of 63 nurseries run by Kidsunlimited Limited. It registered in 2002 and operates from two floors of a converted building in Notting Hill in the Royal Borough of Kensington and Chelsea. A lift is not available. The nursery is open each weekday from 7.30am to 6.30pm for 52 weeks of the year. Children have access to enclosed outdoor play areas and a securely enclosed roof garden. There are currently 99 children aged from three months to under five years on roll, some in part-time places. The nursery is in receipt of funding for the provision of free early education to children aged three and four. The nursery currently supports children who speak English as an additional language. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery employs 27 staff, of whom, 21 hold appropriate early years qualifications. A further four staff are working towards an appropriate qualification.

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

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

- organise lunch times to further encourage children's independence while enabling them to experience a calm and social occasion.
  
- provide children with access to large portable equipment that they can move safely and cooperatively together and create their own structures in order to further develop their physical skills.

### Inspection judgements

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

Children enjoy playing and learning in this welcoming and friendly nursery. They show curiosity and keenness to learn. Staff carry out regular observations of children as they play in order to assess their stage of development in each area of learning areas. They make good use of this information to identify the next step for each child and plan activities that provide interest and challenge to support their future learning. The progress checks at age two inform parents about their child's development in the three prime areas. Parents support their child's learning by completing 'home observation' sheets. They note details of experiences the children enjoy at the weekend and staff use this as basis for future activities. For example, if children fed the ducks with their parents, staff will set out the farmyard or arrange a visit to the local park to reinforce the experience. Staff support

children learning English as an additional language. They learn key words in the child's home language to help them settle and develop confidence. Staff and children also sing songs in other languages in order to foster children's growing awareness of diversity in the world around them.

Staff know how children learn and provide a wide variety of equipment and activities that enable them to make good progress in their development. Children have fun using their imagination with dressing-up clothes and shopping bags as they make up games with their friends and play cooperatively together. They learn how to handle brushes and glue spreaders in order to create their own artwork. Communication and language is promoted because staff encourage children to link sounds with letters. Staff write down the words the children say, thereby enabling them to learn that print has meaning. These activities also encourage children's critical thinking. Younger children experience different sounds and textures as they explore the contents of treasure baskets. They also enjoy feeling and making marks in malleable materials, such as dough. Children make good use of the 'free-flow' system. This enables them to decide for themselves whether to play indoors or out. Equipment is available outdoors to promote physical skills. However, older children do not have access to large portable apparatus that they can move safely with their friends and create their own structures. Suitable equipment is available in the rooms used by the youngest children to encourage them to pull themselves up to take their first step. Children sing number rhymes with enthusiasm and join in the actions. They sit with staff in the book areas, listen to stories, and answer questions. They also visit the local library to further foster their interest in books.

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

The effective key person system enables children to develop secure emotional attachments to staff. This helps them to settle well when they join the nursery. Staff know their key children very well, which helps them to meet the children's individual needs and promote their learning appropriately. All staff treat children with respect and kindness. Young babies are nurtured warmly and given plenty of positive eye contact by staff who show them affection and kindness. Staff hold babies in their arms for bottle feeds. Consequently, babies are relaxed and content.

Staff manage children's behaviour using age appropriate and positive methods, such as talking to the children about the consequences of their actions. Children also learn the nursery rules, for example, not running around indoors. Knowing what is expected of them helps the children to feel secure and develop a sense of belonging. Children's safety has high priority. Detailed risk assessments of the whole building and the children's activities clearly identify potential hazards and how they are managed. This helps to protect children from harm. Children learn to help keep themselves safe by carrying out their own risk assessments of the outdoor areas. They refer to check lists and mark when they are satisfied that the area is safe for them and their friends to use. This activity gives older children some responsibility and promotes their self-esteem. The nursery rooms are well stocked with good quality resources. The staff use the play materials well with the children to promote learning in all areas.

Children learn the importance of adopting a healthy lifestyle. They enjoy plenty of opportunities for physical exercise outdoors. They have fun skilfully balancing on beams, riding bikes and generally running around. Regular trips to local parks enable them to enjoy using swings and slides. Healthy meals are prepared on the premises. The menu is designed to contain the correct balance of nutrients in the correct portion sizes for young children. Children's individual dietary needs are met. Children learn about good personal hygiene routines, such as washing their hands before eating. Older children explain the need to 'wash the germs away'. Children behave very well. Staff encourage them to be independent at meal times by enabling them to help lay the tables and help themselves to water from the fountain. However, this tends to create some disorganisation and a lack of structure. Consequently, children do not always have the opportunity to enjoy a calm and social lunchtime.

Effective systems ensure that children make the move confidently from one room to another in the nursery. Plans for the move include liaising closely with parents. The process is taken at the child's pace in order to enable the child and parent to feel confident and happy in their new room. Staff also support children to prepare for their next stage of learning at school by ensuring that they can manage their personal care including dressing themselves. Links are made between the nursery and school staff to share information and create a smooth transition for each child.

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

The manager is the designated safeguarding practitioner for the nursery. She has attended a multi agency safeguarding and child protection training course to ensure that she has up-to-date knowledge of safeguarding matters that she can apply to her role. She and her staff all have a secure understanding of their responsibility to safeguard the well-being of the children. The manager ensures that her staff read and understand the safeguarding policy and procedures. These include how to report concerns about the welfare of children efficiently. Staff also understand the importance of maintaining an overview of their colleagues practice in order to ensure that all children are treated with care and respect. The recruitment policy is robust, and ensures that all staff undergo suitability checks to work with the children.

The management team share a commitment towards providing high quality care for children. Since being appointed they have made many changes to the practice of the nursery, resulting in improved outcomes for children. The manager has successfully communicated her vision for the future of the nursery to her enthusiastic and motivated staff team. Effective systems are in place to monitor the implementation of the learning and development requirements and the safeguarding and welfare requirements of the Early Years Foundation Stage. The professional development of all staff is encouraged through further training opportunities.

Since the last inspection, the manager has created a culture of self-evaluation. Staff

review their own practice and the practice of their colleagues. By doing this they enhance and develop their skills and work more effectively as a team, which benefits the children. Plans for future development include the introduction of 'risk benefit assessment'. The aim is to encourage staff to enable children to take controlled risks, while still maintaining their own safety and the safety of others, such as when using scissors. The nursery's 'open door' policy means that parents speak to management routinely to express their views. All comments are welcomed and often influence change. For example, the buggy area was recently relocated following a suggestion made by a parent. This has resulted in the improved safety of the building.

Staff establish effective partnerships with parents and carers. They share information routinely to ensure that the care provided to the children is consistent and appropriate. At inspection parents commented that they and their children are very pleased with the service the nursery provides. They all know who their child's key person is and welcome the good level of communication they share.

### **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

<b>Unique reference number</b>	EY225148
<b>Local authority</b>	Kensington & Chelsea
<b>Inspection number</b>	909093
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	79
<b>Number of children on roll</b>	99
<b>Name of provider</b>	Kidsunlimited Limited
<b>Date of previous inspection</b>	23/03/2010
<b>Telephone number</b>	08453 652 918

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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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