



## Kindercare Day Nursery (Hgte) Ltd

Inspection report for early years provision

<b>Unique Reference Number</b>	EY239049
<b>Inspection date</b>	12 September 2006
<b>Inspector</b>	Wendy Fitton
<b>Setting Address</b>	Hornbeam Business Park, Hookstone Road, Harrogate, Yorkshire, HG2 8QT
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<b>Registered person</b>	Kindercare Ltd
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Kindercare, Hornbeam Park Day Nursery opened in 2002 and is part of a group of nurseries that serves the North Yorkshire area. The nursery provides full day care for up to 140 children from 12 weeks up to eight years. There are currently 170 children on roll with 50 children receiving funding for nursery education. The nursery currently supports children with learning difficulties and/or disabilities.

The nursery opens five days a week all year round. Sessions are from 07.30 until 18.30 with provision for children after school and during school holidays. Children access individual nursery units according to their ages and stages of development. There are enclosed outdoor play areas and individual changing and bathroom facilities. Staff facilities are available and also a kitchen and laundry area.

The nursery employs 25 staff at this site, with bank staff and support staff to cover during busy times. All nursery staff have or are working towards appropriate early years qualifications.

## THE EFFECTIVENESS OF THE PROVISION

### Helping children to be healthy

The provision is good.

Children's health needs are well promoted as staff follow good hygiene practices and follow detailed and effective policies and procedures. For example, they wear disposable gloves and aprons during nappy changing, they thoroughly wipe tables and chairs after meals and activities and ensure floors and surfaces are swept and free from spills. The premises are very clean and all equipment is in a safe, hygienic state. Therefore, children can play freely on the floor and are not exposed to germs or bacteria. Children know about the importance of hand washing as they state, when their hands are dirty or when they have been to the toilet the dirt will go on their food and cause germs to spread.

Children's first aid and emergency needs are fully met as most staff have a current first aid qualification and each unit has a fully stocked first aid box. Medical needs are met by the appropriate documentation that includes parents' consent for medication and a detailed record of administrations. Accident records are maintained correctly and are signed by parents with a duplicate copy for parents to keep. A sick children's policy is in place and includes information from environmental health about exclusion procedures and the communicable diseases and this is accessible for parents to read.

Children are well nourished, they have a variety of meals and snacks that are healthy and well balanced. Children's preferences and individual dietary requirements are recorded and known to the cook and staff in each unit. Menus are planned and include casseroles, pasta, meat, fish, fresh fruit and fresh vegetables. Milk, water and juice is available throughout the day. Children in baby units have their own individual cups that are replenished throughout the day and staff provide drinks after sleeping, after outdoor play and with meals. Older children develop their independence as they access drinks freely. Meal times are organised in the individual units and children sit together at tables or in high chairs.

Children develop their physical skills as they access outdoor play on a daily basis. They climb on the slide, crawl through the tunnels, ride bicycles and participate in obstacle courses and the family sports day. They dance to music, play with bats and balls, ride on the roadway negotiating space and corners and run, hop and skip. They learn about the changes that occur to their body when they are hot in the summer and know that they need to take off layers of clothing. Children enjoy using small tools and equipment to promote their gross and fine motor development. For example, they squeeze and manipulate the play dough, thread objects, write in the sand, wash dolls clothes and cut vegetables.

## **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are well cared for in a very warm, welcoming and safe environment. The environment is well planned and there is effective use of space and resources to meet the needs of all children attending. The nursery is child centred and is enhanced by the display of bright colourful posters, information boards and lots of children's own art work and photographs. The nursery is in a very good state of repair, very clean, tidy and the children are safe and secure. Children can move freely around the areas without any restriction and can play, rest and eat in comfort and safety.

Children make free choices from very suitable, safe and interesting furniture, equipment and toys. For example, construction toys, craft and messy play equipment, large physical play equipment, books, writing materials and table toys. Children make their own decisions as they choose from a range of resources stored in low units and clearly labelled plastic boxes. Furniture includes, low level tables and chairs, cots, high chairs, sleep cushions, domestic style furniture and all safety equipment.

Children learn to keep themselves safe because staff talk to them about the safety procedures. For example, holding onto the banister rail on the stairs, sitting correctly on chairs and not climbing on furniture. Staff carry out daily checks on the outdoor area and maintain a safe and secure environment for the children. Necessary safety features are in place and include security cameras and safety gates. Effective procedures include good supervision of children at all times, regular fire drills, risk assessments and booking in and out procedures.

Children's welfare is protected as staff understand their role and responsibilities in child protection. Staff know to report any concerns to their unit leader who will then pass information to the designated person. Written policies and procedures are clear and meet with current legislation.

## **Helping children achieve well and enjoy what they do**

The provision is good.

Children really enjoy and achieve as staff plan a range of interesting and exciting activities and experiences. Children like to play with sand, water, physical apparatus, construction toys, books and jigsaws. They learn about growing as they plant flowers and seeds and find out about their community through visits from the fire brigade and the police. Good routines and flexible planning ensures that children are secure and confident as they play, rest and eat according to their individual needs. Children show great interest in what they are doing as they are supported and encouraged to learn by staff who sit with them during tasks and activities. Staff challenge children's thinking through open questioning and therefore children extend their knowledge and understanding.

Babies receive lots of cuddles and develop strong bonds with their carers. They enjoy textures and natural materials and play creatively with the treasure baskets and manufactured toys, looking at strong colours and exploring cause and effect toys. They play happily together with support from staff when they use the musical instruments. They are learning to be confident

and competent language users as adults echo their sounds and encourage speech and language through positive praise and encouragement. Younger children are developing their independence as they show interest in routine activities. For example, nappy changing, washing faces and generally learning to link words and actions.

## Nursery Education

The quality of teaching and learning is good. Children develop their confidence and self esteem as they are made to feel really good about themselves and are given recognition for their completion of tasks and activities. Children enjoy their day as they enter the nursery with confidence and play with all resources and equipment. Resources are set up and planned effectively to keep children motivated and interested. Children take responsibility for their own needs as they develop their independence by setting tables for snacks, pouring drinks, self selecting toys and tidying up. They develop positive relationships with each other and staff as they play sociably and take turns, listening and respecting each others contributions to the group. Children enjoy reading books and use language for thinking as they ask questions. They use resources to develop their hand/eye coordination and practise their writing with pencils, chalks, sand writing and paint brushes. Children are learning and practise their counting as they count the numbers of chairs at the table, the pieces of fruit and the plates and cups for snack time. They understand about space, shape and measure as they make a height chart, negotiate space when riding bicycles and completing the obstacle course, name shapes and use positional language. Children use their senses to find out about things and explore materials. They play with dough and investigate its properties, they smell and taste foods from around the world. Children use technological equipment when they play with the shop till, computer, telephones and tape recorder. They learn about other cultures and beliefs as they celebrate festivals, dress up and taste different foods. They develop their imagination and creative skills as they dress up in the role play area and pretend to be the fire-fighter, police officer and doctor, following visits from the community services. They delight in creating models, self portraits and exploring natural materials. For example, shredded paper, pasta, soil, glue and collage materials.

Children's needs, skills and interests are identified through discussion with parents and the information passed from other groups in the nursery. The curriculum planning encompasses all areas of learning in the long, medium and short term aspect. There is a wide range and a good balance of activities and experiences suitable for individual needs. Staff's questioning methods challenge and support children to achieve as much as they can. Children's knowledge and understanding is extended as staff sit with the children and talk to them all the time. The teaching methods retain children's interest and help them to become focused and resist any distractions. Children's behaviour is well managed as staff look at individual levels of ability and maturity, they are good role models and show a very positive approach. Staff have a good understanding of the Foundation Stage and use themes and seasons to assist them through their planning. Children are making good progress through the stepping stones and towards the early learning goals. Staff use their observations to plan any focused activities and assess where children are up to in relation to their development. Each child has an assessment folder that is available to parents and this includes all their work, photographs, observations and development profiles.

## **Helping children make a positive contribution**

The provision is good.

Children are warmly welcomed in to the nursery and they are valued and respected. Staff show genuine care and interest presenting as good role models. Children are fully included in all aspects as they enjoy the range of opportunities, access all resources and activities. Children's individual needs are well met as staff closely liaise with parents through the daily communication diary and record all care practices. Staff have a clear understanding of inclusion and work with parents and other agencies to support children with specific needs. Children are learning about the wider world and their community. They participate in a variety of activities and experiences that promote diversity. For example, the people who help us game, French day, Flamenco dancing, dressing up and smelling and tasting food.

Children behave well and are fully occupied and busy therefore they are not bored or distracted. There is a written behaviour policy in place which all staff are aware of and this works in practice. The main focus is on positive management and gives children time to think about their behaviour and discuss solutions. Children take on responsibility for their own behaviour and are supported by staff to share toys and be kind to each other. Children enjoy the positive reward as they take home the teddy for the weekend or on holiday and share their experience with the group. Children know and understand the difference between right and wrong as they are reminded of the rules and boundaries. They help to tidy up toys, listen to each other during circle time and share toys and equipment.

Partnership with parents in relation to Nursery Education is good. Parents are informed of the curriculum and know about the areas of learning. There are displays boards, home/nursery learning sheets and activity ideas displayed linked to the letters and sounds of the week. Parents are included in their child's learning as staff discuss children's interests and development needs. Newsletters, parents evenings and folders of work keep parents up to date with the education programme. There is photographic evidence under the six areas of learning to inform parents of how children are progressing through the curriculum.

Children really benefit from positive relationships between their parents and key workers to develop their confidence and help them feel secure. Parents access all organisational information and are provided with a welcome brochure at the start of care. Parents with younger children are provided with a daily diary and this highlights all individual care routines to keep parents informed. Staff talk to parents on a daily basis and share any issues or general information about their children. Parents state that they are happy with the care provided, that staff are welcoming, approachable and friendly. Staff welcome any suggestions from parents and the manager is always available to parents for discussions.

Children's social, moral, spiritual and cultural development is fostered. They learn about their community and the wider world as they welcome visitors from the local emergency services, dress up in cultural clothes and eat foods from around the world. Children take on responsibility for their behaviour as they listen to each other, share toys and respect each others achievements and belongings. Children are confident and secure as they receive positive support and encouragement from adults as they complete activities and tasks. Positive relationships are

evident as children play sociably, taking turns, sharing toys and listening to each other during circle time.

## **Organisation**

The organisation is good.

Children are really well protected and their safety, health and well being is enhanced owing to effective organisational procedures. For example, all staff are qualified or working towards a suitable early years qualification, staff are vetted and suitable to be in the presence of children and there are good deployment and contingency arrangements in place. There are detailed recruitment policies and all staff have an induction and are supported through various training programmes to update their practices.

Children really benefit from an environment and practice that is organised to meet children's individual needs. There is effective planning of routines and activities according to children's ages and stages of development, good use of space which includes outdoor areas and staff work as a team with their individual delegated areas of responsibility. Children are secure and confident as they play freely both inside and outside the premises, with some planned activities and continuous provision throughout the day. There is a nursery manager and deputy and some unit leaders for each of the age groups. Children are allocated a key worker but this is not consistent throughout the day for all individual care needs.

Children's welfare is promoted through well organised documentation. Policies, procedures and records are well organised and all required records are up to date and include medication records, accident records, attendance registers and individual children's details. Other documentation is in line with the outcomes for children and each unit has a set of organisational policies and procedures for parents to access.

The leadership and management is good. The nursery manager has recently been appointed and is keen to take things forward with a clear vision. There is a focus on flexible and spontaneous routines for the children that they lead and staff respond to their interests and needs. Staff are working well as a team and the unit leaders participate in regular meetings. Staff are monitored through appraisal, staff meetings and daily dialogue with the manager. The manager works in each unit throughout the week to monitor staff and keep up to date with her own practice. Staff are working with the Birth to three matters framework and the Foundation Stage curriculum. A focus on planning and assessment of children is in liaison with the local early years team. Most staff have been involved in workshops for the curriculum and the Birth to three matters framework.

Overall, the provision meets the needs of the range of the children for whom it provides.

## **Improvements since the last inspection**

At the last inspection the provider agreed to ensure the risk assessment is reviewed regularly, increase parents awareness of the organisational policies and procedures, monitor children's access to toy storage areas, provide an incident recording procedure in all units and review the child protection procedures in relation to allegations against staff.

There are now detailed risk assessments carried out on a daily, weekly, monthly and yearly review period. A set of policies and procedures is accessible to parents and displayed in each unit reception area. Children do not access any toy store areas, an incident record book is now used in all nursery units and the child protection policy has been updated and includes the procedure in the event of an allegation against a member of staff. Children's health, safety and welfare has now be enhanced.

### **Complaints since the last inspection**

Since the last inspection there have been no complaints made to Ofsted that required the provider to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted. The provider has recorded all complaints made to Ofsted by parents.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- develop the key worker system for children under three years.

#### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- continue to develop staff's knowledge and skills in the provision of nursery education and assessments.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)