



## Kindercare

Inspection report for early years provision

<b>Unique Reference Number</b>	400093
<b>Inspection date</b>	22 November 2006
<b>Inspector</b>	Linda Filewood
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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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

Kindercare is a private day nursery run by Kindercare Limited. It opened in 1998 and operates from a converted house on the outskirts of Harrogate. A maximum of 39 children may attend the nursery at any one time. The nursery is open each weekday from 07.30 to 18.30 for 52 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 38 children aged from 12 weeks to under four years on roll. Of these, 14 children receive funding for early education. The nursery serves the local community and children attend for a variety of sessions. The nursery currently supports some children with learning difficulties and/or disabilities.

The nursery employs eight members of staff. Of these, five hold appropriate early years qualifications and two are working towards a qualification. The setting receives the support from an advisor from the Early Years Development and Childcare Partnership.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

Children are beginning to learn the importance of good hygiene practice through generally consistent daily routines. However, younger children do not wash their hands before eating. Older children are encouraged to be independent in their self-care. Notices remind them to wash their hands after using the toilet but they do not always use soap as only one soap dispenser is available. Staff generally follow clear procedures to ensure children are cared for in a healthy environment and the risk of cross infection is minimised. They regularly wipe work surfaces, wash their hands after blowing children's noses and consistently wear disposable gloves when changing nappies. Parents are clearly advised of the sickness policy and are aware of when they should not bring their children to the nursery to protect the health of others. A qualified first aider is always on duty to care for children with minor accidents and emergencies. All required records are well documented and all appropriate parental permissions obtained.

The nursery provides children with well-balanced meals which contain a good variety of fruit and vegetables. These are cooked on other premises and transported to the site. The temperature of the food is carefully checked before serving but sometimes requires the children to wait at the table until it has cooled sufficiently. Older children are developing independence at mealtimes by pouring their own water and younger children are learning to feed themselves with appropriate support from staff. Home routines for babies feeds, as well as periods of rest and sleep, are discussed with parents to ensure that they are followed as closely as possible. Drinks are readily available and offered at regular intervals, particularly at meal times.

Children have opportunity for regular outdoor play which contributes to their overall good health. They confidently use the climbing frames and throw balls into hoops. Children's fine motor skills are developing as they learn to skilfully use a wide range of small and large equipment, such as scissors and paint brushes, and they enjoy threading with beads. The careful arrangement of toys and play equipment for younger children encourages them to become confident in using their developing skills when learning to crawl and offers support for standing and first steps.

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

The provision is good.

Children are cared for in a secure, safe indoor and outdoor environment. The setting has good safety and security precautions, such as a visitors' book and secure entry system so staff are aware of who is entering the setting. Parents are reminded in the newsletter of the reason for the security arrangements. Children are welcomed into a very clean, well-maintained environment where the temperature of each room is regularly monitored by staff. Space is effectively organised and enables children to move freely and safely from one area and resource to another.

Younger children have good space to roll, crawl and sit with support, and are well supervised whilst sleeping. All resources are in excellent condition, safe and appropriate for the age of the children. They are able to independently access a good variety of toys and equipment which are stored in child-height furniture and treasure baskets.

Children learn to keep themselves safe due to clear explanations from staff. For example, they are helped to understand why they should hold onto the handrails, which are at child height, when walking downstairs and discuss how to use cut up apples carefully when helping to prepare apple crumble. The fire drill is regularly practised with the children and staff so they have a clear understanding of what to do in the event of a fire.

Children's welfare is well considered and they are protected at all times. Staff clearly understand their role in child protection and know how to put appropriate procedures into practice, if and when necessary. Clear policies are in place and shared with parents, for the safe collection of children and their care if they are not collected.

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

The provision is satisfactory.

The good range of enjoyable activities offered to children contributes satisfactorily to their development. Children are happy, engrossed in their play and have formed warm relationships with the staff and each other. They are comfortable in going to staff for help and support in putting an apron on, for instance. Babies receive plenty of stimulation, cuddles and enjoy the positive interaction and attention of the staff. Staff respond well to their gestures and first attempts at communication. They allow the children to explore resources that interest them and provide different textures in treasure baskets, for example.

Children are developing confidence and independence as they, for example, choose the colour of their bib at mealtimes or find their own tray to put their picture in to take home. Staff constantly praise and encourage the children but do not always offer appropriate levels of challenge to enable children to build on what they already know. The children's day is planned to allow for both child-led and adult-led play and gives them a good variety of play. An assessment system is used for each child which clearly shows how the children approach learning but not the next steps to be included in their learning.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Children are making sufficient progress towards the early learning goals due to the staff's developing understanding of delivering the Foundation Stage curriculum. They are motivated, enthusiastic and involved in their play. All six areas of learning are covered appropriately in the planning of a varied programme and a broad range of resources is available to support all areas of learning. However, although staff interact well with the children, they do not always make the most of the activities or ask questions to gain the most from each learning opportunity.

Children use language well to communicate and happily talk about their new home, nursery and the new friends they will make. They engage in a satisfactory variety of activities, which

foster their hand and eye co-ordination and support their early writing skills. Children enjoy drawing pictures but are not always encouraged to use and recognise familiar letters, words and text in practical everyday activities. For example, they often do not write their own names on pictures nor have all the tools needed to write as a means of recording, particularly in the home corner. Children sit quietly, listen attentively and respond well during group activities, such as story and singing times. They are equally confident in spontaneously singing songs on their own that they have learnt ready for Christmas. All children manage developmentally appropriate tasks well; they dextrously pour their own water into the plastic cup for a drink, for instance.

Children are beginning to develop satisfactory counting skills and use a variety of resources, such as threading beads, to support this. Games help the children gain an understanding of shape and space as they decide which shape to run to when it is called out by a member of staff, or whether they can also fit onto the floor cushion next to a friend at singing time. However, some activities do not provide sufficient challenge for the more able children. Children explore colour in a variety of activities and have many opportunities to enjoy gluing and painting. They learn to use all their senses to explore a satisfactory range of different materials and confidently explain that the play dough is cold as it has just come out of the cupboard. The resources have now been extended and children are beginning to develop an understanding of technology by using equipment, such as a computer and cassette player with headphones. Visitors to the nursery enhance the children's awareness of nature and the people that help them. For example, they enjoy planting seeds, looking after the plants they have grown and learn how to keep themselves healthy.

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

The provision is satisfactory.

Children's spiritual, moral, social and cultural development is fostered. They are learning to become aware of diversity and appreciate each other's similarities and differences. An extended range of resources and activities is in place to support this, although these are not always used effectively to promote understanding, particularly of disability. Activities, such as a Toddle Waddle in aid of charity, help children appreciate others less fortunate than themselves. Children usually settle quickly and they enjoy a bright environment where their artwork is displayed, giving value to their creativity and promoting their sense of belonging. Children mostly behave well and are helped to gain an understanding of the effect their behaviour has on others. As a result, they play generally well together and are learning to share. Staff encourage the children to be well mannered and sometimes gently remind them to say 'please' and 'thank you'. Babies are encouraged to gain confidence and an awareness of themselves. Staff respond well and have warm relationships with all the children, offering extra cuddles when children are not feeling well or a family event is making them feel insecure.

Partnership with parents and carers is satisfactory. Parents are encouraged to look at their children's profiles, covering the 'Birth to three matters' framework as well as the Foundation Stage, but not all parents feel they are sufficiently informed about their children's progress. Information about the child is exchanged at the initial visit, ensuring that home routines are followed as closely as possible. However, detailed information regarding children's abilities at

entry, for staff to use as a starting point for teaching and learning, is not sought. There are clear communication systems, through open evenings, regular verbal exchanges, daily record sheets and newsletters, to ensure effective partnerships are in place and this enhances the quality of care the children receive. The setting is beginning to encourage parents to offer their views on the care their children receive by, for example, placing a suggestions box in the entrance. Parents feel their children are being well looked after and are happy with the service the provision offers.

## **Organisation**

The organisation is satisfactory.

Group sizes and appropriate staff deployment contribute satisfactorily to the children's good health, safety, enjoyment and achievement. However, the routine, particularly at snack and mealtimes, sometimes means that children are not always purposefully engaged. Appropriate activities and experiences that children enjoy are planned to give sufficient opportunity for free choice and generally enough time to explore the resources. Children under three are beginning to benefit from some staff's recent attendance of training on the 'Birth to three matters' framework, which is being introduced in practice. All records, policies and procedures required for the efficient and safe management of the provision are in place and put into practice by the staff.

Leadership and management are satisfactory. Children are well protected as clear recruitment and vetting procedures are in place. Staff training needs are identified and the setting receives support from the Early Years Development and Childcare Partnership towards promoting quality in the nursery education, particularly in the planning and observing of activities. The progress of the children is monitored and sufficiently detailed in clear profiles. However, little use is made of this information to plan for the next steps in children's learning and increase challenge for more able children. The staff work well together and are satisfactorily aware of their roles and responsibilities, even though many are not very familiar with the children or setting. The new manager displays a strong commitment to the continuous improvement of the service offered and to the care and welfare of the children. Strengths and weaknesses are identified and evaluations acted on to make improvements. Overall, the provision meets the needs of the range of the children for whom it provides.

## **Improvements since the last inspection**

Since the last inspection extensive building work has been undertaken. This now ensures that there are sufficient hand basins and that minimum space standards for each child are followed, in particular for children under two who now have a separate base room. The provision has evaluated all the available space and, as a result, space is used more efficiently to support the children's individual skills and their continued learning in all areas. The heating system has been updated, ensuring that children can play in an environment where the temperature is adequate and comfortable.

The responsibilities of the key worker have been developed, ensuring that children are cared for consistently and developing a clear partnership with the parents. The provision is developing methods of obtaining feedback from parents to ensure the quality of the provision is maintained.

Staff no longer are unable to gain assistance when working in isolation as an intercom system has been introduced allowing them to call for assistance if required. The named members of staff responsible for behaviour management, child protection and special needs have also received training specific to their roles, further improving the care and welfare of the children in the setting.

The setting has updated the good hygiene procedures resulting in some improvement in the staff's hygiene practices, helping to prevent the spread of infection. The environmental health agency has been consulted on the appropriateness of arrangements of transporting food from another premises and a procedure is now in place to monitor the correct temperature of food on serving.

At the last inspection it was also recommended that the provision continue to build and extend on the resources which reflect positive images and to extend the resources and toys available for children aged two to three years. They were also asked to improve resources to develop and extend children's learning in physical development and knowledge and understanding of the world. The setting has now improved the range of resources in all these areas, offering the children greater play and learning opportunities.

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

Since 1 April 2004, Ofsted has received one complaint relating to National Standard 6: Safety. This involved an allegation the children were not kept safe during the building works undertaken by the nursery. An action letter was sent to the provider and their response was found to be satisfactory. The provider remained qualified for registration and the investigation was closed.

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

## **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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### **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):

- raise children's awareness and ensure consistency with good hygiene procedures regarding handwashing

- ensure group sessions and activities are organised to meet the needs of all children and staff are fully aware of their roles and responsibilities in ensuring children are purposefully engaged.

### **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):

- use the information gained in observations and assessments to plan for the next steps in children's learning and increase challenge for more able children (also applies to care)
- extend children's understanding of writing for different purposes and improve opportunities for children to use and recognise familiar letters, words and text in practical everyday activities
- improve systems to inform parents about children's learning, achievements and to involve them in their children's learning in a meaningful way (also applies to care)
- continue to develop staff's knowledge, understanding and use of the stepping stones towards the early learning goals to improve the quality of teaching and children's learning.

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)