



## Kindercare 2

Inspection report for early years provision

<b>Unique Reference Number</b>	400147
<b>Inspection date</b>	29 November 2006
<b>Inspector</b>	Linda Filewood
<b>Setting Address</b>	31 South Drive, Harrogate, North Yorkshire, HG2 8AT
<b>Telephone number</b>	01423 560054
<b>E-mail</b>	
<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 2 is a private day nursery run by Kindercare Limited. It opened in 1995 and operates from a converted house on the outskirts of Harrogate. A maximum of 44 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 76 children aged from three months to under five years on roll. Of these, 21 children receive funding for early education. The nursery serves the local community and children attend for a variety of sessions. The nursery currently supports children with learning difficulties and/or disabilities and also supports a number of children who speak English as an additional language.

The nursery employs 13 members of staff. Of these, seven hold appropriate early years qualifications and three 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 good.

Children are helped to understand about good personal hygiene and older children are encouraged to become independent in their self-care. For example, older children are very confident in going to the toilet on their own and are reminded, by the use of photographs and text, to put tissues in the bin, wash their hands and flush the toilet. Good practices and procedures are in place to ensure children are cared for in a clean, healthy environment. For instance, staff ensure toilets are kept very clean and wear different coloured aprons when undertaking different tasks. However, they do not always ensure there is consistency in good hygiene procedures regarding hand washing, particularly at snack time. The risk of cross infection is well considered and staff ensure young children sleep in their own named cots with their own bedding. Parents are clearly informed of when they should not bring their children to the nursery to protect the health of others. Children are well taken care of if they become ill or require medical attention as the majority of staff hold an appropriate first aid certificate. Records are maintained accurately of any medication administered and accidents or incidents that have taken place.

The nutritious and balanced diet provided for the children ensures they are well nourished with healthy meals and snacks. Individual dietary requirements are discussed with parents and are well catered for. Choice is offered at snack time and children are given good encouragement to eat raw vegetables between the main course and desert. Clear explanations of how this helps their teeth raises the children's understanding of what food is good for them. A social, family atmosphere is created at mealtimes. Staff use the opportunity well to help children to enjoy their food and become independent at feeding themselves. Older children are encouraged to help set the tables ready for the meal, guided by placemats they have made showing where to put the knife, fork, spoon and cup. Children have drinks offered regularly throughout the day and extra water is always available in each room.

Children benefit from a good range of outdoor play equipment and are encouraged to gain confidence in their physical skills. For example, they enjoy manoeuvring their bikes around the play area and throw balls into basketball hoops. They are developing good body control and can negotiate space with ease. An excellent range of equipment, including scissors and pencil sharpeners, help children learn to use and develop their fine motor skills. Areas for rest and quiet are set aside for all children and home routines are maintained as closely as possible, particularly for young children and babies.

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

The provision is good.

Children are capably cared by staff who are effectively deployed to ensure children are well supervised at all times. The accommodation and resources are skilfully planned to support the children's learning and development. The layout of the toilet facilities, which now include sufficient toilets and washbasins, does not, however, respect the children's privacy when using the toilet and is not always appropriately managed. The premises are warm, welcoming and very well maintained allowing children to play in a comfortable environment. The room temperature in the under twos rooms is now accurately monitored and the heat of radiators in all rooms checked regularly. An excellent range of resources is provided for the children. These are in very good condition, clean and suitable for the children attending. The children's independence is encouraged as equipment is easily accessible and well labelled, providing them with freedom of choice in what they want to play with. Children are helped to understand how to keep themselves safe. Staff give clear explanations as to the correct way to handle scissors and when moving from one room to another children are shown how to negotiate the stairs safely by holding the child-height handrail. Emergency evacuation is well thought out and the fire drill is practised regularly so staff, as well as children, know the correct procedure to follow.

Children are competently protected at all times in a secure environment. Safety indoors and outdoors is well considered, ensuring that the children can play and learn in a safe environment. A secure entry system is in place and babies and young children are constantly monitored whilst sleeping. An effective system is used to ensure children are only collected by those authorised to do so. The clear, written child protection policy is shared with parents, giving them confidence that their children are well looked after. Children are kept safe on outings, correct ratios are maintained and written permission is obtained from the parents. Staff are fully aware of their duty to the children, the correct procedures to follow should they have any concerns and they regularly update their knowledge. All staff are thoroughly vetted prior to working with the children, further safeguarding their welfare.

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

The provision is good.

Children settle confidently and quickly become engrossed in the daily routine. They are encouraged to make their own choices regarding their play, promoting their independence and confidence. The well planned activities fully support their all round development and staff use good questioning techniques to extend the learning experience. They offer plenty of praise and encouragement raising the children's self-esteem and confidence. Staff know the children well and make sure that they are challenged sufficiently, building on what they already know and are able to do. All children take part in a good, varied range of both child and adult-led activities and have daily opportunity for outdoor play.

Babies receive plenty of attention and staff give good encouragement to young children's developing confidence. For example, they proudly talk about how well children's walking skills have developed over a short period. Skilful use is made of the 'Birth to three matters' framework. The profiles for the younger children very clearly reflect this and the progress they are making. Children play well together, interact warmly with the staff and are equally confident when

enjoying solitary play. They enjoy singing and join in with gusto to favourite songs while waiting for their dinner. Children chat happily with each other and the staff. For example, they discuss whose turn it is to take the nursery's 'pet dog' Bruno to look after over the week-end. Parents are asked to write in a diary what Bruno did over the week-end and to take a picture to display on the wall, which encourages children to talk about the picture and develops their language skills.

## Nursery Education

The quality of teaching and learning is good. Children are making clear progress towards the early learning goals and are skilfully supported by the staff's sound knowledge and understanding of the Foundation Stage curriculum. The children's profiles and assessment records are clearly linked to the early learning goals. They are used well in planning for the next steps in children's development and in providing challenge for the older and more able children. Staff make good use of the accommodation and the layout of resources to promote children's learning and are fully aware of the learning potential of each activity.

Children are confident and encouraged to become independent. They concentrate and persevere in fastening their shoes but know when to ask for help, for example, in finding their own tray to put their picture in to take home. They have good relationships with each other and the staff, often including the staff in their imaginary play. Children respond well to instruction and know, for instance, to put their shoes to one side when dressing up. Older children are beginning to recognise the sounds of the letters and all are encouraged to write their own names on their pictures. They are given opportunity to use their writing skills in imaginary play, making a shopping list, for instance, when playing supermarkets. Children enjoy books from a good range and easily recall the names of the characters in their favourite stories.

Children are developing good counting skills and most are able to easily count to 10 and beyond. They make use of these skills when deciding how many forks are needed so everyone has one to eat lunch with. Staff use mathematical language when playing with the children. As a result, the children are constantly learning the correct words for shapes and measure. Children have use of a computer and other equipment, such as telephones and cameras, to learn about technology. They confidently sit at the computer table and pullout the keyboard ready to start and chat happily to their family on the phone during imaginary play. There are plenty of opportunities to explore colour in a variety of activities and children confidently make use of many different materials and media to create colourful pictures. Staff make good use of the changing seasons to talk to the children about nature. They examine pine cones and children describe what they see before talking about conkers and leaves that fall to the ground in autumn. The children enjoy the rhythm of music; they dance and copy the pattern of a beat on drums and by clapping.

## Helping children make a positive contribution

The provision is good.

Children's spiritual, moral, social and cultural development is fostered. They play in a bright, colourful and interesting environment where their artwork is well displayed, showing appreciation of their creativity and promoting a sense of belonging. The staff are fully aware of how to make

effective use of the good range of resources that reflect diversity and children learn about other cultures through planned activities, such as, celebrating Divali. They learn about their local environment and the people that live there. For example, at Christmas the older children go to sing carols at the local retirement home. Children play harmoniously together and are well behaved, with only gentle reminders and explanations needed about sharing and taking turns. Good manners are encouraged, especially at mealtimes when they are reminded, for instance, to put their knife and fork together on the plate when they have finished eating. Each child is respected, their individuality acknowledged and extra support given when needed for them to enjoy all the activities offered.

The partnership with parents and carers is good. Policies and procedures are clear and readily available for parents. Parents are encouraged to join in nursery activities or visit and talk to the children about their jobs or family events. For example, they explain what they do as nurse or show the children a tiny new-born baby. Babies and young children settle well and information is exchanged both verbally and in written form regarding home routines and individual needs. Parents are well informed of their child's development throughout their time at the nursery. Very clear and informative profiles on all the children are available for the parents to see how their children are progressing and they are encouraged to contribute written comments after reading them. Good information and photos showing the 'Birth to three matters' framework and the Foundation Stage are well displayed for parents. Clear information on the Foundation Stage and early learning goals is given to parents and they are encouraged to become fully involved in their child's learning and development in a meaningful way. For example, they are given written information about the topics their child will be covering in the coming weeks so that they can participate and continue the learning at home if they wish. New children moving up to join the older children are included so that they become part of the group immediately. Parents have very positive views on the care their children receive.

## **Organisation**

The organisation is good.

Leadership and management is good. Clear systems are in place for monitoring the effectiveness of the provision and any weaknesses identified are acted on appropriately. Staff are enthusiastic and supportive of each other. They work well together and clearly understand their roles and responsibilities within the setting as well as in developing and protecting the children. Staff are effectively deployed ensuring that children get appropriate support. Clear recruitment and vetting procedures are in place and staff are encouraged to attend further training to continue with their own professional development. An advisor from the local authority offers them good support to improve the quality of the nursery education.

The policies and procedures, put into practice by the staff, give effective support to the welfare and care of the children. All records and registers required for the safe management of the provision are in place and accurately maintained. Confidentiality is respected at all times and parents kept well informed about the care their children receive and their daily activities. Children are supported by a good ratio of staff to children and are cared for by a key person who builds trusting relationships with the children and families. Staff to child ratios are satisfactorily maintained throughout the day. Children work in small groups which offer good

support for focussed activities. However, activities are not always fully evaluated in order to make improvements to future learning and teaching. The children's stage of development is fully considered when planning activities and they benefit from this. 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 provision was asked to show how a minimum of one toilet and one washbasin for every ten children over the age of two years would be provided. The appropriate number of additional facilities is now in place. Overall planning and the use of accommodation have been reviewed, particularly for the older children. The use of the rooms has now been improved giving greater support to the provision of nursery education. The care and welfare of the children has been further improved by the updating of the heating system and the temperature is now monitored using thermometers in the rooms used by the younger children, ensuring that they can play and rest in a comfortable environment.

The staff have improved the management of large group activities by re-organising, for example, story time, promoting better behaviour, improving concentration and making children more aware of other people's space. More opportunities are offered for older and more able children to develop their creative and writing skills. For instance, opportunities are provided for them to use writing in imaginary play and they are encouraged to use their own imagination in cutting out shapes. Children are developing an understanding of early addition and subtraction and are given good support from staff to work out mathematical problems. They are now linking initial sounds to letters in everyday activities by, for example, learning which letter their own name starts with, sounding the letter and finding others whose name starts with the same sound.

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

Since 1 April 2004, Ofsted received one complaint relating to National Standard 2: Organisation. This involved an allegation that staff to child ratios were not constantly maintained. An unannounced visit was carried out on 14 January 2005. An action was raised to ensure that staff to child ratios are maintained at all times. The provider submitted a satisfactory response and remained qualified for registration.

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 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):

- ensure consistency with good hygiene procedures regarding hand washing
- ensure that the dignity and privacy of the children are respected, in particular when using the toilet facilities.

### **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):

- develop a system to evaluate activities in order to make improvements to teaching and 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)