

Kinder Haven

Inspection report for early years provision

Unique Reference Number	EY342501
Inspection date	01 May 2008
Inspector	Liz Whitehead
Setting Address	19 Westgate Hill Street, Westgate Hill, Tong, Bradford, BD4 0SP
Telephone number	01274 682989
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Registered person	Kinder Haven Ltd
Type of inspection	Integrated
Type of care	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.

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?

Kinder Haven opened in 2006 and is one of two privately owned nurseries in Bradford, West Yorkshire. There are four playrooms on two floors in the newly refurbished building. An enclosed outdoor area is available for outside play. Opening hours are each weekday from 07.30 to 18.30, 51 weeks of the year. A maximum of 52 children under five years old may attend the nursery at any one time. There are currently 68 children on roll, seven of whom receive funding for nursery education. There are 14 staff working with the children and 11 of these hold an appropriate early years qualification. The nursery is a member of the National Day Nurseries Association and holds the Investors in People award.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children learn the importance of good personal hygiene. The staff are positive role models and support the children in washing their hands prior to having snacks and meals. They remind the

children to use soap and to dry their hands thoroughly. Very good systems are in place to reduce the risk of cross infection when changing children's nappies. The staff wear a new apron and gloves for each child and ensure that the changing area is thoroughly cleaned after each use. The staff then wash their hands and also use anti-bacterial hand gel to kill any remaining germs.

To reduce the spread of infection, all parents are made aware that the setting does not care for children who are ill. Tissues are readily available, used once and then discarded and staff encourage the children to wash their hands after blowing their nose. Children sleep according to their own routines and their parents' wishes. They sleep on floor mats, in a cot or a pushchair depending on their age and parental preferences. Parents may provide their own bedding to make sleep time a relaxing and comfortable experience for children, with familiar items for them.

Snack time is a relaxed and social time with children sitting with their friends and chatting about their day. Mealtimes are used effectively to promote children's independence as older children are able to serve themselves and influence their portion size. Younger children are encouraged to feed themselves using their fingers and appropriate cutlery. Drinks are available with meals and on request, although they are not always available for children to access independently.

Staff work closely with the parents to ensure that all special dietary requirements are adhered to. All staff are made aware of these to ensure that children only receive food which is appropriate for them. Children are encouraged to eat healthily and enjoy snacks, such as fresh fruit or home-made fruit cookies. They are learning about healthy eating and participate in many fun activities, for example, making fruit smoothies and growing and eating their own vegetables.

Children have daily opportunities for fresh air and are able to learn about the effect that exercise has on their body. Children enjoy playing outdoors, where they are able to run, crawl through the tunnel and ride tricycles. Young children experiment moving in a range of ways, for example, crawling, walking, rolling and kicking a football, which develops their co-ordination. Children are as active as they choose to be and are able to join in with activities, such as games, or to play with the resources available.

Children are aware of their personal space and carefully manoeuvre around fixed objects and people when walking, running and riding tricycles. Children are really proud and eagerly show that they can jump and turn around at the same time. They confidently stride across the stepping logs, judging the spaces between them well. They are developing good hand-eye coordination and persevere well when trying to catch the balls. Children confidently use one-handed tools and equipment with ease, such as spades, rakes, chinks and pencils. Older children independently manage the scissors effectively to cut whilst younger children do this with adult support.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Staff are able to treat minor accidents effectively as a first aid kit is readily available and one is always taken on outings. Effective systems are in place to prevent unwanted persons from entering the premises. These include a buzzer entry system which shows the image of the person. Additionally, all parents and visitors are asked for a password and must be admitted by a member of staff. A record of visitors is consistently maintained.

Children understand about evacuating the building in an emergency. Regular practices take place, to ensure that all children and staff are familiar with how to leave the building quickly and safely. Staff mostly take reasonable steps to minimise hazards and risks to children. For example, staff knock before entering playrooms and walls and doors are fitted with viewing panels. Additionally, doors have guards fitted to the exterior to prevent the children from trapping their fingers. However, children are able to access plastic bags hung on the coat pegs.

Children learn about keeping themselves safe through a number of activities and discussions. For example, they talk about road safety and 'stranger danger' and a safety surface is fitted in the outdoor area. The children instinctively hold the lower handrail when moving up and down the stairs and harnesses are consistently used in all changing areas. The toys and equipment are clean, well maintained, conform to relevant safety standards and are appropriate for the ages of children using them.

Staff are aware of the signs, symptoms and procedure to follow if they have concerns regarding a child in their care. A number of the staff have attended child protection training to update and increase their knowledge, awareness and confidence in dealing with any issues. Systems are in place to record existing injuries to children, although these are not always completed. All parents receive a copy of the child protection policy to ensure that they are fully aware of the nursery's duty to report any concerns to the appropriate agencies.

Helping children achieve well and enjoy what they do

The provision is good.

Children are confident communicators and happily talk with their peers and staff. They are interested in books and enjoy looking at these independently, with staff and in large group situations. Children of all ages develop their language and number skills through lots of singing, stories and conversation. Songs are often accompanied by actions, which the children eagerly join in with. Staff regularly increase children's knowledge through introducing new words and pointing out things of interest as they look out the windows.

Activities are planned in advance but remain fully flexible to allow for spontaneity and for children to initiate activities. A wide range of resources is available for children of all ages to freely access. These include books, train tracks, dressing up and construction toys. The staff balance their time carefully to allow the children to play and learn independently as well as giving time to support and encourage them. Children state that they like to play at the nursery and particularly enjoy playing with their friends and on the computer.

Staff nurture children's creativity well and provide a mixture of pre-cut shapes and various sizes of paper for their activities. Children are able to express themselves through a variety of resources, such as pencils, chalk, paint and glue. Young children enjoy exploring the texture of rice both with their mouth and their fingers. They talk about it feeling soft. They spontaneously sway to the music and enjoy listening to the sounds and noises they make by banging the toys together and when playing the home-made musical instruments.

Children are encouraged to become confident decision makers and are continually given opportunities to make selections, such as whom and what they wish to play with. Some children opt to be creative or build whilst others wish to read books. The staff are kind, attentive, interested in the children and value what they say and do. Staff working with the younger children have attended 'Birth to three matters' training. They effectively implement the framework and planning and assessment systems are effective for this age group.

Nursery education

The quality of teaching and learning is satisfactory. Staff have attended training on the Foundation Stage and suitably put this into practice. They demonstrate an appropriate knowledge and provide a wide range of activities and experiences to cover all areas of children's learning. Planning is flexible, understood by all staff and ensures that clear learning intentions are identified. The resources are well organised and attractively presented, although quantities of sand and water are not always sufficient to support children's learning.

Children have a real sense of belonging and all separate from their main carer with confidence. They initially seek out familiar adults and children to share their experiences. Older children are confident and openly approach both unfamiliar and familiar adults to initiate activities and conversations. They move freely between the activities, enjoy exploring them and have a positive attitude towards learning. The children behave well and show concern for others. For example, a four-year-old asked their friend if they were all right when they fell over outside.

Children listen carefully and join in enthusiastically with familiar sections of stories and songs. Older children select their favourite books and concentrate well as they turn the pages and recall familiar sections. Some children can recognise their own name and know the letter it begins with. They enjoy writing their name and many are able to form recognisable letters. The children have many opportunities to see printed words and numbers as labels around the rooms, although they do not see hand written signs. Some children talk freely about their home and community and they talk about going to the shops.

Children are developing good counting skills and enjoy participating in counting songs and rhymes. During a building activity the children know that their towers contain the same numbers of blocks. Some children are able to recognise numbers; for example, a four-year-old pointed to the number four and knew that was their age. The children understand and use positional language, such as in and out, and the staff provide opportunities for them to describe size and shape through daily activities.

Staff actively use a play dough activity to develop and extend children's mathematical concepts and ideas. They discuss the length of the worms and talk about which is the longest and the shortest. Additionally, the children know which is the small, medium and large ball and the staff introduce the fact that it is a three-dimensional object called a sphere.

Children have a keen interest in the world in which they live and watch as the seeds they have planted grow. They have regular opportunities to explore and investigate natural materials and to dig and explore the natural world outdoors. They are learning to respect the environment through recycling a range of items including paper and glass.

Children enjoy independently accessing the computer on a daily basis. They follow simple computer programs and operate the mouse with confidence. They excitedly look at photographs of themselves involved in a range of activities as they change on the screen. Children are beginning to know about their own traditions and beliefs and those of other people, such as celebrating festivals from a range of cultures.

Children show curiosity and observe and manipulate objects. They realise tools can be used for a purpose and enjoy finding out how the play dough changes as they squeeze and roll it. They talk about it becoming thin and how it feels 'sqidgy'. Children respond in a variety of ways to what they feel, see, hear, touch and smell; for example, they state that the dough looks pretty with the glitter in. They enjoy music and listen with interest to the sounds and tones and sing

along when they spontaneously play the instruments from around the world. Overall, children make satisfactory progress towards the early learning goals.

Helping children make a positive contribution

The provision is good.

Partnership with parents and carers for funded nursery education is good. They receive a wide range of information about the educational provision through displayed information and leaflets. Assessment records for each child clearly show their achievements and progress and detail the planning for their next steps in learning. These are readily available for parents to take home and are shared with the parents at a meeting with the staff every four months. Parents are asked for feedback regarding the records but are not able to contribute directly to their children's profile.

There are many opportunities for parents to become involved in their children's learning. For example, the monthly newsletter informs parents of the forthcoming theme and activities that they can continue at home. Parents are also invited into the nursery to contribute to relevant themes. Recent visitors include parents whose jobs are a police officer, a nurse and a dentist.

Children's individual needs are effectively met as the staff work closely with the parents and record relevant information. Staff know the children, their routines and likes and dislikes well and they regularly offer comfort and cuddles to the children. Staff encourage children to discuss their emotions and feelings and have a display depicting a range of emotions, which is supported with regular discussions.

The children behave well and learn right from wrong through the clear and realistic boundaries set by the staff, who act as positive role models. The children happily help to tidy the toys away, sometimes unprompted by the staff. Inappropriate behaviour is suitably managed through praise, distraction and explanation. Staff offer suggestions to resolve minor disputes, such as when the children disagree over whose turn it is on the computer. The children get on well together and spontaneously offer to share their play dough when another child wishes to play.

Children develop a positive attitude to others and gain a sound understanding of the wider world. They celebrate a number of festivals each month and see words written in a range of languages. A wide range of toys and resources promotes positive images to children. For example, disabled signs in the home corner and wigs to enhance the dressing up play. Children have the opportunity to taste food from a variety of cultures, and snacks and meals are linked to festivals when possible. Staff know the children's individual abilities and offer additional support, as required. For example, sitting nearby at mealtimes. The children's spiritual, moral, social and cultural development is fostered.

Effective systems are in place to keep parents fully informed of their children's care and well-being. These include all parents receiving a comprehensive welcome pack. The nursery welcomes and encourages parental views and feedback and takes positive steps to receive these on a regular basis. Daily discussions keep parents fully informed regarding their children's care, development and well-being. This is supplemented with written information for children of all ages.

Organisation

The organisation is satisfactory.

The leadership and management of the nursery education is satisfactory. Adult to child ratios are consistently good and the manager and staff work well together as a team, each aware of their individual roles and responsibilities. There is a clear management structure in place which all staff are fully aware of.

The staff are enthusiastic and motivated and regularly contribute to discussions, team meetings and appraisals. However, there are no systems in place to highlight the strengths and weaknesses of the setting. The manager takes an active role in overseeing the educational curriculum based upon the Foundation Stage.

Staff create a relaxing atmosphere where children feel happy, secure and fully confident in the setting. This is due to the effective settling-in procedure. Parents feel reassured as they are able to watch their children playing on the closed circuit television screen. This is located in the parents' room and shows each of the playrooms and the outdoor area. The children clearly enjoy their time at nursery and excitedly run in when they arrive.

The setting is very warm and welcoming to children and their families, with pictures and children's artwork displayed at all heights on the walls. This creates a stimulating and appealing environment and encourages the children to have pride in their work. Each child has a key worker and a list of these is displayed to ensure that all parents and staff are familiar with this.

Staff caring for children are suitable to do so. The recruitment and selection of staff is appropriate and the management ensures that relevant checks are completed. In order to protect children, persons who have not been vetted are not left unsupervised with them. All new staff and students receive an induction in order to familiarise them with the setting's routines and policies and procedures. They also receive a copy of the handbook.

There are excellent opportunities for staff to further their personal development through regularly attending relevant training. They update and increase their knowledge and skills and recent courses include teenage parent training and yoga for nurseries and a number of staff are due to access a baby massage course. Most staff hold a first aid certificate and are qualified to level 3 and 4, which enables them to effectively care for children.

All the required documentation is in place, although confidentiality is not maintained on accident and medication records. Additionally, parents are not requested to sign records to acknowledge that medication has been administered. All sensitive records and information are appropriately stored to ensure that they are only accessible to the staff. The setting's unique policies and procedures are available for staff and parents to view. 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 an action was raised to notify Ofsted of staff changes. Ofsted are now fully aware of the management structure of the nursery and appropriate checks have been completed. These improvements enhance children's safety and well-being.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted 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.

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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):

- implement systems to enable children to consistently access drinks
- improve children's safety through consistently recording existing injuries and making plastic bags inaccessible
- maintain confidentiality on accident and medication records
- obtain parental signatures to acknowledge that medication has been administered.

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):

- provide opportunities for children to see written words as labels
- ensure the quantities of sand and water are sufficient to support children's learning
- implement systems to enable parents to contribute to their children's development records
- implement systems to assess the strengths and weaknesses of the setting.

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