

# Kindercare Day Nursery

Inspection report for early years provision

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**Unique reference number** 319377  
**Inspection date** 03/11/2008  
**Inspector** Liz Whitehead / Kaldip Kaur Chaggar-Brown

**Setting address** The Old School Hall, 85a Lowtown, PUDSEY, West  
Yorkshire, LS28 9AZ

**Telephone number** 0113 2558 925

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**Type of setting** Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

## Description of the setting

Kindercare Nursery is one of a number of privately owned nurseries run by Kindercare Limited. It operates from a converted school building in Pudsey, a suburb of Leeds. There are three steps to the front of the property and a ramp provides wheelchair access at the rear, although this is via an unmade car park. There are enclosed outdoor play areas to accommodate children of different age groups. The nursery is open Monday to Friday from 07.30 until 18.30 throughout the year.

The nursery provides care for children on the Early Years Register and a maximum of 40 children may attend the nursery at any one time. There are currently 140 children on roll. The setting receives funding for nursery education and supports children with English as an additional language. Children from the local and wider community attend for a variety of sessions. There are 12 members of staff working with the children, all of whom hold an appropriate early years qualification.

## Overall effectiveness of the early years provision

Children's differing needs are effectively met through staff valuing them as individuals, they are very happy and settled and all children make suitable progress in most areas of learning. Successful partnerships with parents and professionals, such as the speech therapist, enhances the children's care and well-being. However, systems to evaluate practice do not always identify areas for improvement, such as the ineffective organisation of mealtimes.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop systems to assess the strengths and weaknesses of the setting
- improve the organisation of mealtimes to minimise disruption to children
- provide opportunities for all children to access information communication technology
- provide opportunities for children to access number and mark making in all areas of play.

## The leadership and management of the early years provision

The effective sharing of information with parents and other professionals enhances the children's learning and development and ensures that all children are fully included. Key staff support children with English as a second language through innovate ways. For example, displaying words in sign language and acquiring resources in the children's home language, which they are encouraged to use at nursery and at home with their parents.

Consistently applied recruitment procedures and a thorough induction system ensure that all staff are suitable to care for children. They have regular opportunities to develop their skills and access relevant training. Ratios are effectively maintained and all staff have a clear understanding of how to safeguard children.

Staff are beginning to evaluate their practice, although this does not fully assess the strengths and weaknesses of the setting. Improvements made since the last inspection enhance children's health, safety and learning. However, mealtimes are not effectively organised, young children spend a long time sitting at the table, waiting for their meal. Additionally, staff regularly enter the starters room for additional resources which disrupts the older children's enjoyment and social opportunities.

## **The quality and standards of the early years provision**

All children share a warm and trusting relationship and benefit from good adult interaction, with lots of cuddles and affection. Staff work very closely with parents, know the children well and carefully follow their individual routines and care plans.

Children enjoy accessing both the indoor and outdoor environment. Staff effectively develop children's awareness of keeping themselves healthy and safe through play situations. When using the cars, staff talk about road safety and the children know that they need to be careful whilst crossing the road. Children are very familiar with the daily routine and spontaneously wash their hands after toileting, carefully following the routine displayed on the wall.

The children are enthusiastic and motivated to learn. They eagerly participate in the suitable range of adult led and child initiated play experiences, independently accessing toys from the wide variety available. However, opportunities for children to access information communication technology are limited to a computer which the older children use. Additionally, children only experience number and mark making in the designated areas, these are not available in all areas of play.

Children have many opportunities to explore and investigate books both independently and with support from interested adults. They enjoy story and singing times and some children are confident to burst into song during their play, sometimes remembering the words and tunes and sometimes improvising. Staff support children's interests and encourage them to bring their favourite music from home to share with their friends.

Children behave well and are learning to share and take turns. Staff actively establish close working relationships between provisions to ensure that the services children receive compliment each other. Assessments of the children's development show their starting points, what they can do now and include the next steps in their learning and any additional support that they need. These are readily available for parents to view and staff encourage them to contribute to their children's profiles.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

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.