

Kinder Haven

Inspection report for early years provision

Unique reference number

EY239141

Inspection date

02/12/2008

Inspector

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Setting address

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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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Kinder Haven opened in 2002 and is registered on the Early Years, Childcare and Voluntary Childcare Registers. It operates from the ground floor rooms of premises on Sticker Lane in Bradford. It has a ramped access and toilet facilities for the disabled. It serves the local and surrounding areas and provides nursery and out of school care. A fully enclosed outdoor play area is available to the side of the premises, and car parking is to the front.

A maximum of 98 children may attend the provision at any one time aged from birth to under eight years, and there are currently 131 children on roll, of these 112 are in the early years age group. The setting is open each weekday from 08.00 until 18.00 with extended sessions from 07.30 until 18.30.

The setting employs 19 staff, 16 of whom are qualified to level 3 in an appropriate early years qualification. The setting receives support from Bradford Local Authority.

Overall effectiveness of the early years provision

The nursery reflects positively and effectively on the service they provide, and therefore the children progress well in all areas of learning and development. Good evaluation systems support their capacity for self improvement, they act promptly to address any area's of perceived weakness and they recognise the importance of developing their links with other providers. The children benefit from the staff's ability to communicate well with parents which ensures that the individual needs of the children are met successfully. However, some information regarding children's starting points is not collected. Their knowledge of children's individual needs contributes effectively toward their all round welfare, well-being and self confidence.

What steps need to be taken to improve provision further?

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

- develop links with other providers, such as schools
- ensure that children's developmental records show clearly their starting points.

The leadership and management of the early years provision

The management and staff are all focused on and committed to helping the children learn and develop and promote their welfare, working well together to ensure that the setting runs smoothly on a day-to-day basis. For example, all the required records, policies and procedures are well documented, and vetting and recruitment procedures for all the adults who work with the children are robust.

The staff are able to protect the children from risks and are vigilant in the monitoring of visitors to the setting. The arrangements for safeguarding children are well understood by the staff and the environment is safe, supporting the children to independently access well maintained resources and equipment. There are good opportunities for the children to contribute positively toward their own safety, and they join in with emergency evacuations and follow road safety advice on outings.

The children's health and well-being is very well promoted, for example, the staff maintain a high level of hygiene and cleanliness throughout the nursery helping to prevent the spread of infection. Additionally, the steps taken when children are ill are effective. Since the last inspection the children's independence skills have been successfully improved, and emergency procedures when transporting children are in place.

Partnership with parents is very well established with a clear two-way flow of information both verbal and in writing, ensuring that each child receives individual care. Regular sharing of development records keeps parents aware of their children's progress and they are provided with good quality information about all aspects of the provision. However, the links with other partners, such as schools, is not yet fully established.

The quality and standards of the early years provision

The children have positive attitudes to learning and consequently make good progress. They are supported and stimulated through their care and play by staff who have a good knowledge of the Early Years Foundation Stage learning and development requirements and they are confident to help the children in both indoor and outdoor activities. For example, younger children with emerging language skills sit close to staff listening to gentle, reassuring words and gestures. They are confident, relaxed and well settled, developing loving relationships with key adults, for example, whilst snuggling in for their milk feeds.

The children benefit from well planned and prepared activities and play opportunities. The staff observe the children during their play and record children's achievements with written captions and photographs, detailing how the next steps for the individual learning needs of all children are identified and met. However, information regarding the children's starting points is limited.

The children behave well because they understand what is expected of them. They know when their behaviour is acceptable and respond positively to praise and encouragement. Unwanted behaviour is well managed by the staff who give clear and meaningful guidance and explanation, helping the children to understand the effects of their actions on others.

During role play older children are well engaged in domestic tasks, cooking, caring for their dolls and organising shopping tasks. They assume roles and exchange ideas with their peers. They are confident to take their play to other areas and

transport resources around the room to extend the play. Resources and equipment are thoughtfully presented and support the children well, particularly in their knowledge and understanding of the world. The children understand that they are able to recycle some items and are beginning to explain how this works.

Good opportunities for mark making and construction provide the children with the skills they need to design their own models, for example, the children know how to draw a model vehicle and then make their models work by adding wheels. They know how to label their art work with their name.

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

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

Leadership and management

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

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met

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

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 Early Years Foundation Stage General Welfare Requirements.

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.