

# Kindercare Ltd

Inspection report for early years provision

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**Unique reference number** EY345022  
**Inspection date** 06/11/2008  
**Inspector** Jane Elizabeth O'Callaghan

**Setting address** Priesthorpe Road, Farsley, Pudsey, West Yorkshire, LS28  
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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 Ltd opened in 2006 and is situated in a detached property in Farsley, a suburb of Leeds. The setting operates from three rooms on the ground floor. It is open five days a week from 07.30 until 18.00 throughout the year.

A maximum of 50 children may attend the nursery at any one time and there are currently 86 children aged from five months to five years on roll, all of whom are within the Early Years Foundation Stage. Children attend from surrounding areas. The nursery supports children with learning difficulties and/or disabilities and those with English as a second language.

The nursery employs 16 members of staff, and over half of the staff, including the manager hold appropriate early years qualifications.

## **Overall effectiveness of the early years provision**

The nursery provides a safe, welcoming and homely environment where children develop close and trusting relationships with the staff who care for them. They are offered a good range of interesting activities to cover all the ages and stages of development of individual children. Partnerships with parents are good, in most areas and they have access to detailed information regarding the setting and children's daily activities. All children are making progress, given their age and ability, and a good key worker system is in place. The manager and staff team have a understanding of the nursery's strengths and where improvements can be made to further enhance the outcomes for children.

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

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

- ensure children are protected from cross infection when drinking and also when having a rest
- develop a procedure to record children's starting points and next steps of learning in their profiles
- ensure that the areas of learning are identified for parents in the children's individual profiles.

## **The leadership and management of the early years provision**

Staff are fully supported to attend ongoing training and they work effectively as a team. The nursery has started to complete the self-evaluation form as a team and are beginning to address their needs through additional training. Children benefit from a strong staff team who have worked together for several years. The commitment to continued training, linked to the appraisal system, provides children with good continuity and stability. The effective management structures

mean that all staff are fully aware of sensible policies and procedures and follow them fully to promote children's welfare and development. A key person system supports the children's individual learning needs, and is well implemented.

The partnership with parents and carers is good. Parents have regular information on their children's progress and are able to contribute to this. For example, profiles are accessible to them and annual newsletters and open evenings are held. However, the areas of learning are not clearly identified for parents in the children's profiles. There are good links established with other providers which continue to be developed with the local nursery schools in the area. Children's safety and security are promoted well, with comprehensive risk assessments covering the premises, outings, equipment and activities, and these are carried out daily and recorded. Children are well protected through the management and staff's knowledge and understanding of safeguarding procedures. Any visitors to the premises are recorded and there are very good procedures to ensure the safe collection of children. The nursery has relevant and informed policies and procedures which management review with staff and these are shared with parents and carers. The nursery has a well written and displayed complaints or concerns policy and procedure, which parents are made fully aware of.

The staff create a stimulating inclusive learning environment both inside and outside and offsite where children, regardless of their age, culture and ability, are motivated to investigate, explore and integrate with each other and adults.

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

The nursery offers a good balance of adult-led and child-initiated activities. Staff very skilfully use conversational questioning to make them think and constantly observe and monitor the children's progress in all the areas of learning. For example, children are asked to count how many currant buns are left when one child sits down. However, children's starting points and next steps of learning are not recorded. Children's understanding of shape, colour, number and the wider world is promoted through everyday situations, such as role play, counting steps and planting flowers in the nursery garden.

Children show care and consideration for others. For example, they help each other to put on coats when going outside and take turns when playing games. Children's health and well-being are promoted in most areas. For example, all children have access to drinking water and themes on keeping healthy are planned. However, children are not always protected from cross infection, as some children share drinking bottles and do not always have sheets on their beds when taking a rest.

Children's understanding of how to keep themselves safe is well promoted through appropriate discussion, planned themes and the nursery's safety procedures. For example, the regular practicing and recording of fire drills, and visits and talks from the emergency services.

Children enjoy outdoor play in the garden where they can practise their physical skills climbing along the caterpillar, riding on bicycles and playing with hula hoops.

They also visit farms and other places of interest within the local community. The good range of resources in the indoors is invitingly presented and rotated for maximum choice and variation.

The children in all areas of the nursery are able to access a good range of resources which meet all ages and stages of development. For example, some children search enthusiastically in treasure baskets, while other more advanced children play on the computer and use their imagination in the travel agency.

Children's behaviour is good. There are good relationships throughout the setting, producing a harmonious and happy environment where the children thrive. This increases the children's sense of trust and helps them develop a strong sense of self.

## 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>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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](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 registration.

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.