

Kinder Haven Ltd

Inspection report for early years provision

Unique reference number	EY372533
Inspection date	02/12/2008
Inspector	Liz Whitehead
Setting address	Wakefield Road, Bradford, BD4 7AF
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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

Kinder Haven opened in 2008 and is one of three privately owned nurseries, it operates from a converted single storey building. Children are cared for in five rooms, with access to a sensory room and an enclosed outdoor play area. The setting is located near Bradford city centre. It opens from 07.30 until 18.30, Monday to Friday, and closes for bank holidays and one week at Christmas.

The setting provides care on the Early Years Register and may care for a maximum of 96 children at any one time. There are 42 children on roll and the setting receives funding for nursery education. There are 13 members of staff working with the children, 10 of whom hold an appropriate early years qualification. Three staff are working towards a qualification, and three are working towards obtaining Early Years Professional Status.

The nursery receives support from the local authority. They hold the Investors in People award and are a member of the National Day Nursery Association. They are working towards obtaining quality assurance status and hold the Community Harmony award.

Overall effectiveness of the early years provision

Children are happy, confident and able to make a positive contribution due to the good relationships they share with the staff, who value them as individuals. All the required documentation is suitably maintained and readily available, although children's starting points are not recorded. The staff successfully work in partnership with parents to promote children's care and well-being, therefore, they make good progress in all areas of learning. The nursery is very well resourced, although opportunities for younger children to regularly access natural materials and sand and water are limited.

What steps need to be taken to improve provision further?

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

- provide opportunities for younger children to regularly access natural materials and sand and water play
- implement systems to record children's starting points.

The leadership and management of the early years provision

All children's learning and development is significantly enhanced through the consistent implementation of the setting's policies and procedures, the effective sharing of information with parents and high quality interaction from interested adults. Staff actively seek innovative ways to fully involve parents and invite them to attend baby massage, yoga, and sing, song and sign with their children. Close

liaison with other professionals and parents ensure that all children are fully included. Key staff, lots of visual aids and the use of Makaton sign language support children with additional needs, and those with English as an additional language.

Rigorously implemented recruitment procedures and a thorough induction system ensure that all staff are suitable to care for children. They are strongly encouraged to regularly access relevant training, which results in a highly skilled workforce. All staff are knowledgeable about the Early Years Foundation Stage and how children learn and develop. They have a clear understanding of how to safeguard children.

The staff continually assess and evaluate their practice. They are proactive in seeking the views of other professionals, and regularly consult with children and parents to enable them to improve the outcomes for children and the service they provide. The effective use of risk assessments eliminates risks and hazards to children both in the setting and on outings. For example, it was highlighted that cars travelling fast through the car park was a hazard to children's safety. Speed bumps are now in place which controls and limits their speed.

The quality and standards of the early years provision

The children are interested and keen to investigate and participate in the wide range of adult led and child initiated play experiences across all areas of learning. They enjoy accessing both the indoors and outdoors and have a wonderful time playing in the snow. Children are developing an awareness of living things and how to protect the environment. They enjoy recycling and growing vegetables in the organic garden. Through a range of activities and resources children are learning about the diversity of the world and their local community. They visit the butcher who supplies meat to the nursery, celebrate a range of festivals and independently access equipment that promotes positive images of culture, gender and disability.

Children have many opportunities to explore and experience a range of creative activities. They have pride in their work and develop a positive self-esteem as staff value and thoughtfully display their art work. Children enjoy investigating the properties and texture of sand and water and a number of natural materials, such as shells, wood and pine cones. However, opportunities for younger children to access these are limited. All children enjoy daily story times, they confidently approach staff with favourite books and cuddle up to enjoy quiet times together. Children join in enthusiastically with words and actions to familiar songs.

Children behave well and know what is expected of them through the clear, consistent and realistic boundaries set by the staff. All children are learning to keep themselves safe and healthy and they are able to take risks in a controlled environment. Staff are positive role models and follow very good hygiene practice, regularly washing their hands and using a hand sanitizer. Children are encouraged to recognise when they are hungry and thirsty. Older children confidently serve their own lunch and all children independently access their own drinks, proudly showing their photograph attached to the bottle. Staff actively promote dental hygiene as they support children in cleaning their teeth after lunch, and the setting

operates a reduced sugar policy.

Parents are encouraged to share information about their children's interests and to contribute to their developmental profiles. Observations are linked to the principles of the Early Years Foundation Stage, show what children can do and include the next steps in their learning but not their starting points.

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 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.

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.