

# Kinderkare Nursery

Inspection report for early years provision

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**Unique reference number** EY318340  
**Inspection date** 27/05/2009  
**Inspector** Carolyn Gifford

**Setting address** Kinderkare, 247 Sandringham Road, Doncaster, South  
Yorkshire, DN2 5JG

**Telephone number** 01302 349499

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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 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

Kinderkare Nursery was registered in 2005. The nursery is a privately owned limited company run and managed by the owner and is located at Intake in Doncaster. The setting is open Monday to Friday from 07:30 to 17:30 all year round, with the exception of public holidays. It operates from a two storey building and the nursery has sole use of the premises. Children have access to a secure outdoor play area. The premises are accessible via a level play area and ramp to the main entrance.

The setting is registered to care for a maximum of 45 children from birth to eight years old at any one time, no more than 15 of whom may be under two years. There are currently 66 children on roll, all of whom are in the early years age group. Children attend for varying days and times. The setting is registered on the Early Years Register, compulsory part of the Childcare Register and the voluntary part of the Childcare Register and is in receipt of funding for the provision of free early education sessions for children aged three and four years old. The setting supports children with learning difficulties or disabilities.

There are eight full-time and five part-time members of staff who work with the children, most of whom hold a relevant qualification. Two members of staff are working towards a relevant qualification in childcare. The setting has links with the Local Authority and receives support from a consultant teacher.

## Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The nursery provides a secure, welcoming and fully inclusive environment for children where their safety and well-being are promoted very effectively. Staff demonstrate a good understanding of the Early Years Foundation Stage framework (EYFS) and acknowledge that it is an ongoing process to further develop their knowledge. This shows that the setting has a good capacity for continuous improvement. The children are confident and interested as they make active choices in a stimulating and well planned play environment, where there are opportunities to develop their skills in all areas of learning and development. However, whilst children do have opportunity to develop some independent skills at mealtimes, there is room for further improvement.

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

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

- continue to develop knowledge and understanding of the Early Years Foundation Stage framework
- ensure that children have the opportunity to further develop independent skills at mealtimes.

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

Supportive leadership and management of the setting helps staff to reflect on and evaluate the quality of the childcare practice. There is a strong commitment for continuous improvement via extending staff's knowledge and understanding of the EYFS and the setting has taken positive steps to address all of the recommendations made at the last inspection. This has a significant impact on the overall quality of the childcare service and effectively promotes children's welfare. Staff have a very good knowledge and understanding of their role and responsibilities with regard to safeguarding children and there are robust systems in place that effectively protect children and ensure all children are fully included.

Written policies and procedures that underpin important elements of the childcare provision are implemented very well and shared effectively with parents. Clear recruitment and vetting procedures ensure that adults are suitable to work with young children. Staff are deployed appropriately, which means that children are fully supervised at all times and carefully considered risk assessments identify and minimise potential hazards. This means that children are cared for in a safe and secure environment, where staff encourage them to develop safe levels of independence in their everyday play and routines. However, whilst staff do encourage children to develop their independent skills, for example, pouring their own drinks at mealtimes, their meals are served out and presented to them, which is a missed opportunity for children to develop skills in this area.

Staff work in partnership with parents and are in the process of developing systems to aid the transition from nursery into full-time education for the older children. There are very good systems in place for sharing information with parents, which means that they are fully informed and up to date about their children's experiences during the time they are at the nursery. The staff work actively to include parents and encourage them to contribute to their child's learning and development. For example, staff maintain a daily diary that is shared with parents and have also recently developed a leaflet of songs and rhymes for parents to share with their children.

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

Children make good progress in all areas of learning and there are good systems in place for observing and assessing individual children. Staff effectively use observations to inform planning, including the next steps in learning and development for individual children. For example, when staff observe children needing support to consolidate their learning regarding number and shape recognition, appropriate games and activities are planned, which effectively contributes to developing children's knowledge and understanding.

Children enthusiastically enjoy a broad range of age and ability appropriate experiences as they play together in a fun environment, where they can easily access toys and resources.

Planned. purposeful play and exploration, both indoors and out, with a good

balance between adult led and child initiated activities encourages children to be active learners and develop their problem solving skills. For example, during a water play activity children enjoy counting how many cups of water it takes to fill a large bucket. Staff further extend children's knowledge and understanding by using open questions and encouraging them to compare the volume of water in different sizes of containers.

The effective use of praise and encouragement by staff ensures that children develop good levels of self-esteem. Children are learning to manage their own behaviour, to respect and value each other as they learn to take turns and share. The staff act as very positive role models and talk to children about what is acceptable and what is unacceptable behaviour. This effectively contributes to children learning right from wrong in a caring and supportive environment and valuing each other's similarities and differences.

Children learn about the importance of keeping themselves healthy and staying safe. They play in the fresh air each day and enjoy appropriate levels of exercise using resources and equipment that are of very good quality and are age appropriate. Children enjoy healthy snacks and meals and their individual dietary needs are met well as staff discuss likes, dislikes and any specific requirements with parents when children first start and ongoing as necessary.

## 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

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## **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