

Kindercare

Inspection report for early years provision

Unique reference number	400093
Inspection date	22/07/2009
Inspector	Dawn Bonica Brown
Setting address	70 Cornwall Road, Harrogate, North Yorkshire, HG1 2NE
Telephone number	01423 560 875
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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).

Description of the setting

Kindercare Cornwall Road is a privately owned day nursery, which is part of the Kindercare group of nurseries based in the north of England. It opened in October 1998 and operates from a converted house on the outskirts of Harrogate. The whole of the ground floor is used to accommodate children from birth to three years and the pre-school children occupy the whole of the first floor. The setting has disabled access and all children have access to a fully enclosed garden for outdoor play. The setting has a pet guinea pig.

The nursery is registered on the Early Years Register to provide care for 60 children in the early years age group. There are currently 75 children aged from birth to four years on roll. The setting supports children with learning difficulties and/or disabilities.

The nursery opens Monday to Friday all year round from 07.30 until 18.30. It is managed by the owner and a coordinator who are based at the head office and there is an officer in charge who manages the setting on a daily basis. The nursery employs 11 other staff who work with the children. Of these, nine hold early years qualifications and four are working towards further qualifications in early years. The setting receives support from the Early Years Development and Childcare Partnership.

Overall effectiveness of the early years provision

Overall the quality of the provision is inadequate. The setting's support for children is inconsistent across the provision so that some individuals are at a disadvantage. Children's welfare is promoted effectively. However, there are significant weaknesses in the planning for learning and development in some areas of the setting. This means that the needs of all children are not routinely met. The setting maintains links with other agencies to promote education and care and their plans for improvement, including the processes of self-evaluation, are under development.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- ensure that information gained from observations and assessments is used effectively to plan for the next steps in children's learning for all children in the setting (Organisation).

05/08/2009

To improve the early years provision the registered person should:

- devise and implement a system to ensure that children are provided with snacks in a manner which supports their awareness of good hygiene practices
- improve the security procedures by ensuring that visitors to the setting are verified and their names, purpose of the visit and details of arrival and departure times are consistently monitored
- ensure that the opportunities provided for parents to review their children's progress regularly and contribute to their child's learning and development record are effective for all parents.

The leadership and management of the early years provision

The provision demonstrates good maintenance of the records, policies and procedures required for the safe and efficient management of the Early Years Foundation Stage. Comprehensive policies and procedures meet almost all the welfare requirements and the setting implements good procedures when recruiting staff. The setting ensures that staff remain suitably qualified and there are sufficient numbers of staff to ensure that children feel secure and confident.

Resources are of a very high quality, well maintained and suited to the ages and stages of the children using them. Those which help children to learn about diversity include books, a wide range of dressing up clothes and non-stereotypical play.

Risk assessments are well maintained and the outdoor play is secure, well supervised and appropriately organised. Good procedures are in place for outings with appropriate adult to child ratios. Security procedures are in place but these are not followed consistently. For example, the visitor's identity is checked but the visit is not reliably recorded.

Staff in the setting maintain generally good hygiene practices. For example, children's bedding is changed routinely for each baby and cleanliness in the setting is of a high standard. However, they do not support children's awareness of good hygiene practices with consistency at snack times.

The setting demonstrates some capacity to make the necessary improvements as self-evaluation takes place and is based on suitable levels of monitoring overall. However, insufficient rigour has been applied to implementing improvements recommended at the previous inspection.

Inclusive practice is not sufficiently well promoted in all aspects. For example, there is a lack of consistent or effective dialogue with parents. As a result, communication with parents is not focused on children's learning and development in all areas of the setting. In some sections the key worker system is not used effectively for some children. Satisfactory recognition of learning or development needs means that any delay in development is identified and provided for, but

insufficient use is made of development planning or extended services to promote good outcomes for them.

The quality and standards of the early years provision

Staff in some areas of the setting demonstrate a secure knowledge of how children learn and support their learning and development appropriately. However, there are times when some of the very young children are under-stimulated through lack of planning for their individual needs. Those in charge are not sufficiently proactive in ensuring that skills retained in the setting are transferred to all sections. As a consequence, young children are not sufficiently engaged and challenged.

The learning environment is organised to allow children good access to resources across the whole setting. All areas are welcoming and inviting with stimulating resources. For example, the area for babies is equipped with good quality resources that include board books, treasure baskets, pull along toys, ceiling mounted mobiles, wall mounted light shapes, a ball pool, soft toys and simple shape sorters. However, all babies are not sufficiently engaged and encouraged to use them.

The quality of the outdoor play is good for all age groups. Staff encourage children to be active, to understand the benefits of physical activity and enable children to have maximum opportunities for vigorous play outdoors. Children enjoy playing on a soft landing play area, as well as using a large grassed area. All age groups learn about pets as they interact with the guinea pig. Good use is made of the perimeter fencing as support to facilitate water play pipes and funnels, sensory plants and flowers. The home play is taken outdoors and two-year-olds practise climbing and using the slide with the support of adults. Older children use age appropriate balancing equipment, such as tyres and planks, which offer appropriate challenge. They demonstrate good spatial awareness as they manoeuvre wheeled toys safely around objects and people.

Children are taught to behave in ways that are safe for themselves and others because staff are vigilant about the proper use of equipment and explain why children must follow safety rules. The three and four-year-olds play cooperatively in outdoor role play as they improvise with equipment to support their roles. They make use of resources that support writing outdoors, such as chalk boards and drawing and writing on the soft play surface. They engage in sand and water play both indoors and outside and staff help babies to practise walking on the grass.

Information from observation and assessment is used well for pre-school children. However, there is a lack of focused planning for babies. Not enough information is communicated to other staff to ensure that all adults working with babies have a clear enough understanding of their needs to promote the next steps in their development. This is a breach of the welfare requirements.

Parents comment positively on the setting and praise the staff highly. They find the staff approachable and helpful. However, the systems in place to help parents

to contribute to their children's learning are not robust as some parents are not informed of their children's development 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

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	4
How well does the provision promote inclusive practice?	4
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	4
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?	3
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	4
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
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?	4
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

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