

# Kindercare Tweenies, Tinies and Starters

Inspection report for early years provision

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<b>Unique reference number</b>	501898
<b>Inspection date</b>	16/07/2009
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<b>Type of setting</b>	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

Kindercare Tweenies and Tinies opened in September 1999 with the pre-school section opening in January 2000. The nursery operates from a modernised school in the Headingley area of Leeds. It is privately owned and is part of a nursery chain run by Kindercare Ltd. The nursery is open each weekday from 07:00 until 18:30 throughout the year. All children share access to an enclosed outdoor play area.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 130 children may attend the nursery at any one time. There are currently 198 children under the age of five years on roll. The nursery supports children with learning difficulties and disabilities and those who speak English as an additional language. The nursery employs 29 staff, 25 of whom hold an appropriate early years qualification. The setting receives support from the local authority.

## Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Appropriate evaluation enables the setting to identify some areas for development and to implement improvements, for example, the development of the outdoor play area. The nursery promotes most aspects of the children's welfare well, ensuring that they are safe and secure, feel included and able to make a positive contribution, however, medication records do not always contain a parental signature. Additionally the planning for the children's next steps are limited. There is a well established and professional working partnership with parents and other providers who are kept well informed of all issues relating to their children's care and learning.

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

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

- use observational assessments to plan for the next steps in children's developmental progress.

To fully meet the specific requirements of the EYFS, the registered person must:

- obtain prior written permission for each and every medicine from parents before any medication is given.  
(W5 Documentation)

30/07/2009

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

The staff follow consistent hygiene procedures, taking care to minimize the spread of infection during toileting routines, for example, wearing protective clothing. All areas used by the children are kept meticulously clean and furniture and toys are in very good condition. The staff have a mostly good understanding of their roles and responsibilities, for example, as part of the sick children policy they keep parents well informed of children's health and well-being and make immediate contact with parents should a child become unwell.

A clear management structure ensures that the staff receive good levels of managerial support, for example, through induction, appraisals, staff meetings and training opportunities. They understand how to record and report any concerns regarding the children's safety. Risk assessments identify all hazards to children and reviews following incidents detail the action taken to improve, for example, the outdoor play procedures. Most required records and documents are well organised, stored confidentially and are easily accessible. However, parents permission to administer medication is not always obtained in writing this is a breach of regulation.

Partnerships with parents are professionally managed and well established. Good information is provided through daily verbal exchanges, daily written details of children's care and displayed documents and procedures. Additionally, parents are invited to attend a parents evening to discuss their children's progress with their key worker. Through self-evaluation the nursery are able to appropriately identify areas for development, such as the outdoor play area and they demonstrate an appropriate commitment to improvement. For example, since the last inspection they have made some progress with regard to children's independence at meal times and continue to explore ways to extend this to the lunch time meal. Additionally, the organisation of group activities enable children to fully participate children's books are well presented.

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

The youngest children have positive relationships with staff and are happy and settled in their environment. They are well supported in their development, for example, through equipment which stimulates exploration and interest. Children pick up sound making toys shaking and rattling as they discover how to hold and pick up resources. All children have good opportunities to be independent through a positive contribution during safety and care routines, for example, they wash their own hands before food and after toileting. Additionally, they are able to choose their own toys from well presented and accessible storage.

Older children learn well and are challenged to learn through a good variety of play and learning experiences. They have good opportunities to make marks and to become familiar with letters and sounds during everyday play. For example, seeing their own names as labels on coat pegs and for self registration. The younger children enjoy using pencils and crayons to make their own designs on paper,

additionally, they paint their hands and select colours to create their own designs and pictures. Children learn effectively about being healthy, being safe and making a positive contribution, for example, they have a good choice of fruit at snack times, join in emergency evacuations and celebrate festivals and traditions other than their own, for example, Diwali and Chinese New Year. They develop a good understanding about what is expected of them and respond positively to the staff's praise and encouragement.

All the children are given good opportunities to develop their emerging language skills, staff encourage younger children to mimic and repeat familiar words and sounds and older children enjoy relaxed and informal conversations. They browse books together talking about the story and anticipating what will happen next, confident to make their own suggestions and discuss their ideas. They become familiar with some number for counting singing counting rhymes and songs, and see some numbers represented on puzzles and posters.

The children's progress and learning achievements are observed through their play and the staff record their observations with written captions and photographs. These observations are linked to the Early Years Foundation Stage, however, there is limited planning for the next steps in children's learning. Links with other providers, such as schools which some children also attend are well established and contribute effectively toward a consistent approach to the children's care and learning.

## 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.	3

### 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?	3
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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (CR8 Records to be kept). 30/07/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (CR8 Records to be kept). 30/07/2009