

# Kindercare Ltd

Inspection report for early years provision

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**Unique reference number** EY300452  
**Inspection date** 04/09/2009  
**Inspector** Rachael Flesher

**Setting address** Kindercare, Kearsley Road, Ripon, North Yorkshire, HG4  
2RN

**Telephone number** 01765 698869

**Email**

**Type of setting** Childcare on non-domestic premises

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## 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.

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## Description of the setting

Kindercare was registered in 2005 and is one of eight nurseries run by Kindercare Ltd. It is situated in the former university campus, in Ripon and operates from 10 rooms in a purpose-built building. The nursery is open each weekday from 7.30am to 6.30pm, all year round. It is registered on the Early Years Register and both parts of the Childcare Register to provide care for 124 children at any one time. There are currently 120 children in the early years age group on roll, aged between five months to five years. The nursery also provides out of school care before and after school, and during the school holidays. All children share access to a secure enclosed outdoor play area.

The nursery is in receipt of funding for the provision of free early education to children aged three and four years. The nursery currently supports children with learning difficulties and disabilities and who have English as an additional language. There are 25 staff employed to work with the children, all of whom hold or are working towards appropriate further qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Generally effective information sharing systems, partnerships and assessment arrangements ensure the needs of the children are identified and they are, on the whole, well supported to make good progress in their learning and development. The premises are safe and secure, the learning environment is accessible and stimulating and children's good health and welfare is promoted well. The manager successfully implements strategies and systems to ensure all staff engage in, and are committed to reflective practice and continuous professional development in order to effectively drive and secure improvements to the practice and provision. This has raised the overall quality of the provision and has had a positive impact on 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:

- continue to develop systems for identifying and planning for the next steps in children's learning and development, to further ensure all are receiving personally meaningful and challenging experiences, and share this information with parents accordingly
- further develop systems for supporting children and their families from diverse backgrounds, and who have English as an additional language, to further ensure differences are acknowledged and valued, and effective communication systems are established at all levels.

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

Effective recruitment and induction procedures are in place to ensure staff are suitable to work with children. Ongoing appraisals and continuous professional development opportunities are provided for all staff to develop the practice and provision which has had a positive impact on the outcomes for children. All the documentation, policies and procedures required for the safe and efficient management of the Early Years Foundation Stage are in place, implemented, regularly reviewed and shared with parents. This ensures children are safeguarded, generally well included, their needs met and their welfare promoted. Clear systems are in place and training is provided, to ensure staff know how to identify and act on any safeguarding concerns or additional needs of the children. This includes working closely with other agencies to further support children. Resources, including staff, are well deployed to further support the needs of all the children, and equality and diversity is generally well promoted.

Parents are happy with the service provided, they find the staff friendly and approachable and state their children are happy, settled, safe and making good progress. Information sharing systems are generally effective in identifying and supporting children's individual needs and ensuring good channels of communication with most parents. However, these are less effective with parents who have English as an additional language, although staff are working hard to develop their systems accordingly. Strong links are in place with other schools and settings where children also attend, or will be making the transition to in the future, and information is effectively shared. This ensures continuity in children's care, learning and welfare.

The manager has high aspirations for the nursery and the whole team are committed to continuous improvement and strive to achieve the best outcomes for all children. Self-evaluation systems are, on the whole, effective in identifying key strengths and areas for development in order to secure further improvement. This involves meaningfully seeking the views of the staff, parents, children and other external professionals. Recommendations set at the last inspection have been successfully addressed to further ensure children's welfare and safety, and improvements made to date have had a positive impact on the overall quality of the provision and the outcomes for children.

## **The quality and standards of the early years provision and outcomes for children**

All staff have a good knowledge of the Early Years Foundation Stage requirements and work well together as a team promoting children's welfare, learning and development. The key worker system ensures children settle and warm caring relationships are established at all levels. Children readily seek out staff for comfort and support and younger children are confident to explore their surroundings independently. They are forming friendships with their peers and play cooperatively, learning to take turns, share and compromise. Children are also

content to play alone, often becoming deeply absorbed in their chosen activities. They are praised for their efforts and achievements and demonstrate very good manners, particularly at mealtimes. Children are developing a good understanding of their local and wider community overall, through the resources and activities provided. However, systems to ensure all children have their differences fully acknowledged and valued are not yet fully developed.

Children's good health and well-being is promoted as staff and children adopt good hygiene practices to prevent the spread of infection. Staff support children to be independent and develop their personal care skills, such as feeding themselves and using the toilet. Mealtimes are relaxed social occasions where children and staff sit together and enjoy their healthy food and each others company. They have daily opportunities for physical activity and outdoor play and are beginning to grow and harvest their own produce. Children are developing a good understanding of how to keep themselves safe as they practise the evacuation procedure regularly, talk about road safety when out on walks and have visits from the local police and fire service. They are given some opportunities to take safe risks when playing outdoors and use a range of tools and equipment safely.

Systems for gathering key information from parents are generally effective in establishing what children know and can do, their likes and dislikes, daily routines and things important to them at home. This information is used to help children settle and to plan for their individual needs and interests. Staff also regularly observe children and use the practice guidance effectively to assess their stages of development and identify appropriate next steps. However, systems for using this information to plan for individual children and ensure all are receiving personally meaningful and challenging experiences, are not yet fully developed. Children's progress is closely monitored and tracked against the early learning goals, to ensure all are making good progress across the six areas of learning. Each child also has a learning and development record where children's observations and achievements are recorded and shared with parents and others. Monthly summary sheets are also provided to parents, although these do not always state the identified next steps in order to fully enable parents to support their child's learning and development at home.

The provision and resources, both indoors and outdoors, are well planned and organised to ensure children enjoy their learning. The areas of continuous provision are enhanced to follow children's current interests and other predictable interests, for example seasons and celebrations. Good use is also made of external services, to provide further learning opportunities for children. Staff play alongside children and generally support and extend their learning well through effective questioning and interactions, although occasionally adult-led activities are overly adult directed. Resources are stored to ensure children can freely access them to lead and direct their own play and learning. They can free flow from the indoors to the outdoors for some of the time and younger children enjoy an autumn walk to collect leaves that have begun to fall from the trees.

## 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*

### The overall effectiveness of the early years provision

|  |   |
|--|---|
| <b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b> | 2 |
| The capacity of the provision to maintain continuous improvement                                     | 2 |

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

|  |   |
|--|---|
| <b>How effectively is the Early Years Foundation Stage led and managed?</b>                          | 2 |
| The effectiveness of leadership and management in embedding ambition and driving improvement         | 2 |
| The effectiveness with which the setting deploys resources   | 2 |
| The effectiveness with which the setting promotes equality and diversity                             | 2 |
| The effectiveness of safeguarding  | 2 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 2 |
| The effectiveness of partnerships  | 2 |
| The effectiveness of the setting's engagement with parents and carers                                | 2 |

### The quality of the provision in the Early Years Foundation Stage

|  |   |
|--|---|
| The quality of the provision in the Early Years Foundation Stage | 2 |
|--|---|

### Outcomes for children in the Early Years Foundation Stage

|  |   |
|--|---|
| <b>Outcomes for children in the Early Years Foundation Stage</b> | 2 |
| The extent to which children achieve and enjoy their learning    | 2 |
| The extent to which children feel safe                           | 2 |
| The extent to which children adopt healthy lifestyles            | 2 |
| The extent to which children make a positive contribution        | 2 |
| The extent to which children develop skills for the future       | 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