

# Kindercare 2

Inspection report for early years provision

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<b>Unique reference number</b>	400147
<b>Inspection date</b>	06/10/2009
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<b>Type of setting</b>	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 South Drive Day Nursery is one of several Day Nurseries owned by Kindercare. It opened in 1995, and operates from a converted detached house on the outskirts of South Harrogate. The nursery is split into three units and has seven rooms for children's play, supported by a sleep room for children aged under two years. There is access to three separate outside play areas, all fully enclosed.

The nursery is registered to care for 44 children on the Early Years Register and there are currently 79 children aged from birth to five years on roll. The setting is open from 7.30 am till 6.30 pm for five days a week, all the year round.

There are 12 members of staff, who work directly with the children. Of these, eight hold appropriate qualifications in early years, and two are working towards a further qualification. The setting receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The setting meets the needs of all children routinely. Staff recognise the uniqueness of each child, and they support all children so that no individual is disadvantaged. Children make good progress in almost all aspects of their learning and development. Their welfare is promoted and the setting strives to develop partnerships with other providers of care and education to promote good quality education and care. Partnerships with parents are effective and the setting makes sound plans for the future that will bring about further improvement to the provision and good outcomes for children.

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

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

- improve the hygiene routines for babies at snack times
- clarify the starting points and capabilities for new children in the setting and highlight the significant achievements of all children more clearly.

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

The setting demonstrates strong ambition and a good capacity to make necessary improvements. For example, all recommendations from the last inspection have been addressed. The setting has improved its liaison with other agencies, such as speech therapists and other supporting organisations, to provide good continuity of care. Parents are meaningfully involved in the self evaluation procedures. The setting acts upon suggestions from parents about how to improve. For example, a suggestion from a parent to use a white board in the reception area, to highlight

important information for parents has been implemented.

Staff ensure the learning environment in all areas helps children make good progress towards the early learning goals. The premises are clean, well lit and ventilated. The areas accessible to children are welcoming and inviting with resources that are well organised. Children gain an awareness of cultural diversity and disabilities through a range of resources that are non-stereotypical and reflect positive images, such as a poster of a black policewoman. Resources are organised in a manner which encourages children to explore and experiment. For example, the computer is modern and attractive with controls and a printer at floor level to give maximum access to children. All areas have a good selection of high quality toys; books are of a very high quality and presented for the pre-school children in front facing book racks, while younger children find their books at floor level. Role play for the toddlers is especially well presented and managed.

The setting promotes inclusive practice well so that all children have their welfare needs met. Staff follow good safeguarding procedures and all the records relating to children's welfare and safety are maintained efficiently. Parents are kept well-informed of the setting's policies and procedures, especially those relating to the collection of children. Staff are well-trained and knowledgeable about child protection, and the setting retains the correct contact details for reporting concerns. All the policies are reviewed regularly to ensure that they are up-to-date and relevant. Children's safety is promoted well because staff in each area are accountable for their own risk assessments and record, date and sign them each time they monitor.

The management ensures that all staff are suitably qualified to enable them to care for children and maintain their training efficiently. For example, most members of staff have up-to-date first aid certificates to ensure full cover at all times. All staff are involved in the self-evaluation process and receive regular appraisals as well as ongoing training in all areas of childcare. At appropriate times, such as when children move to a new room, parents complete questionnaires about their opinions of the setting and the quality of care their children receive. Good links with parents are established from the start. They exchange information about their children on a daily basis and questionnaires returned by parents are very positive about the staff, the setting and the care their children receive. They enjoy reading about their children's learning journey, and appreciate the way the staff develop strong attachments with their children.

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

Staff provide well planned, purposeful play and exploration for individuals so that each child is offered an enjoyable and challenging experience across the areas of learning. For example, staff plans for each age group identifies and follows children's individual methods of learning. Planning covers all areas of learning, but is flexible to accommodate children's special interests of the moment. For example, toddlers observed showing an interest in telephones have play provided, with lots of telephones to encourage their speaking skills and vocabulary. Staff skills are

used well and there are sufficient numbers of staff to help children feel secure and confident.

In almost all instances staff follow reliable hygiene routines. However, not all hygiene procedures are given sufficient thought. For example, babies learn to share in a very child-friendly way, eating snacks sitting in a circle on the floor, but no clean floor covering is provided to prevent them from eating the snacks that have dropped on the floor.

The setting provides a nutritious, well balanced diet for all children, with generous portions. Their special dietary requirements are monitored well and all children receive regular drinks whenever they want. Adults in the setting teach children to make healthy choices about what they eat and drink, by providing raw vegetables and fruit for snacks and involving them in play about healthy eating. Children learn to discriminate flavours through blindfold tastings of fruit and vegetables.

Staff teach children to be active and understand the benefits of physical activity by taking every opportunity to encourage outdoor play. For example, pre-school children enjoy putting their coats and boots on to play outside in the rain and describe how much they enjoy running, jumping and splashing in the rain. They demonstrate their independence at dressing and undressing themselves and their independence in personal hygiene is promoted well. Provision for outdoor play is excellent. The setting provides a wide range of outdoor equipment to promote all areas of learning outdoors. For example, there are wooden curtain rings for counting, dolls clothes washed and hanging on a line to dry, water and sand play, drain pipes for moving water and tubs in which children grow plants.

Information from observations and assessment is used successfully to plan activities that are tailored to the needs and abilities of each child. Observations of children include information on how staff intend to support their progress. However, the starting points and capabilities are not clearly highlighted for each child and their significant achievements are not all sufficiently well identified.

Children are taught to behave in ways that are safe for themselves and others because they are treated with respect and follow good examples from staff. They develop an understanding of dangers by using equipment safely and through practising regular emergency evacuation drills.

Staff help children to develop positive attitudes to learning so that they enjoy their time in the nursery. They understand child development and provide appropriate activities that keep children highly involved and well stimulated. For example, babies and toddlers are provided with plenty of resources and activities that support facial recognition so that they learn to recognise themselves and others. All children engage in a range of creative activities and learn to express themselves through role play.

Children's ability to be active learners is fostered well through lots of activities that involve problem solving. For example, pre-school children thoroughly enjoy a shopping game using cash tills, writing shopping lists, talking about quantities,

learning to recognise money and fill baskets and trolleys with small scale pretend shopping, such as cornflakes boxes.

## 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	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

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

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### 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	3
The extent to which children make a positive contribution	3
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