

Kindercare

Inspection report for early years provision

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Inspector	Melissa Louise Patel
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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*.

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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. There are two floors to accommodate all the children, with babies using the ground 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 83 children, aged from birth to four years on roll. The setting supports children who speak English as an additional language and those with special educational needs and/or disabilities.

The nursery opens Monday to Friday all year round, from 7.30am until 6.30pm. 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.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The Early Years Foundation Stage is generally promoted well, keeping children effectively safeguarded and ensuring that they enjoy activities that help them progress satisfactorily towards the early learning goals. However, although sufficient, the planning, observation and assessments are not fully extending children's individual learning priorities. Partnerships with parents work appropriately in supporting children's overall development. There are some strong examples of successful partnerships with other professionals, to support children's individuality. Although not fully maximised with regard to other settings where children also attend, to complement their learning priorities.

What steps need to be taken to improve provision further?

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

- extend the information available, to provide clarity and consistency, regarding how the observation and assessment arrangements for individual children are used across the areas of learning
- further develop the use of signs, symbols and dual language text, to support children who speak English as an additional language
- extend the arrangement of labelling in the environment, to further support children's understanding that words have meaning

- extend partnerships with other settings where children also attend, to complement their individual learning priorities
- further include parents in their child's development progress, through encouraging parents to contribute to the children's development profiles.

The effectiveness of leadership and management of the early years provision

The provision is organised effectively to keep children safeguarded. For example, all staff have a suitable Criminal Record Bureau check and staff demonstrate appropriate knowledge with regard to their role in child protection. Induction procedures work well, ensuring new staff to the provision know their responsibilities. Documentation to aid the smooth operation of the provision in supporting children's well-being is effective, such as clear risk assessments, which are regularly reviewed. Systems in place to support children's learning are generally good, but not yet used fully to maximise support to children. The organisation of space and use of resources inside the setting is suitable, to support children's learning and development. Outdoors is used effectively to aid children's interest and their learning. The provisions staff and management support equality and diversity appropriately, through ensuring suitable resources are available to help children learn positively about the differences in people. However, the use of signs, symbols and dual language text, to support children who speak English as an additional languages and to extend all children's understanding regarding different cultures and lifestyles, is not yet fully maximised.

The systems in place for monitoring and evaluating the provision are generally good. There is some written evaluation used to for reflection, although this has not recently been updated. However, the management and staff demonstrate a clear vision on how to improve the setting and this is shared with staff, who consistently recognise the areas for development. This impacts suitably on the provisions ability to maintain continuous improvement, therefore, there are some positive improvements for children since the last inspection. For example, the management and staff have worked very hard on improving the systems to support children's progress to a sufficient level, although this area is still being developed. Some of the rooms are re-organised, demonstrating more defined areas for different activities and to keep children appropriately motivated, supporting their learning. In addition, further information is available to parents, regarding access to children's development records. Security is improved. For example, evidence demonstrates that everyone entering the premises signs in and any unknown visitors have to verify their identification. Children's health is further protected, by ensuring children have access to appropriate utensils when eating their snack. These improvements successfully support children's welfare and learning.

The provision helps the children, by promoting appropriate relationships with parents. For example, regular information is shared verbally and in writing. There are a good range of policies and procedures available, to support the operation of the provision and clear, useful information is available on notice boards. Examples of children's work are kept and children's individual learning records are available. Information is ascertained from parents, regarding children's starting points, to aid

their progress. Although parent's comments are not yet incorporated on the children's on-going development records, to help extend children's learning progress and further include parents. There are some good systems in place to help children with varying needs, which involves working closely with other agencies to support children. The links made with other settings, where children also attend, ensures a sound base to promote children's development. However, how information is shared, to support and complement children's individual learning priorities, is not fully developed in all cases.

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

Children progress appropriately with their learning whilst at the setting, because the staff support children suitably. For example, the babies are learning through their senses, as they splash in the water. They are exploring the use of their whole body during this activity, effectively developing physical skills. The babies over one year of age enjoy stories. They are appropriately developing communication skills, as they learn about different body parts. For example, they are helped by staff to point to their eyes and nose. Children over two years of age are developing self-care skills, as they independently pour their own drinks. They are using their imagination and communication skills appropriately, as they talk about the different types of food. Children use words, such as, big and little and discuss the different colours. Children over three are learning suitably about size and shape, as they fill and empty different sized containers in the water. They enjoy being creative, experimenting with glue and boxes, as well as painting beautiful faces. They are developing appropriate physical skills and learning about information and communication technology, as they operate the mouse on the computer.

Children are starting to associate words with meaning. For example, they look at books and have access to signs and symbols within the setting. However, the labelling in the environment is sometimes arranged at a high level, making it difficult for children to touch and point to words, therefore preventing continuous understanding of word association. The planning, observation and assessments systems, in place to support children's individuality, are suitable. For example, plans are in place to help babies who are starting to become mobile, to have opportunities to extend their physical skills, through arranging the environment and resources to help them. Children who enjoy water play are introduced to further equipment and the use of varying textures, to develop children's understanding about colour, size and shape. Children who are developing an understanding of simple calculation are helped to improve these skills through activities that aid progression. However, there is a lack of clarity at times, in relation to the full extent of children's development across all the six areas of learning and what is planned to extend their skills. The information present is not always consistent and is still in the process of development throughout the nursery. This means it is difficult to fully keep track of children's development.

Children are cared for in a hygienic environment, where they can explore resources and stay safe. They frequently wash their hands and are encouraged to do so, should they forget. Staff wear gloves when changing nappies and wipe down

tables regularly. Bathroom areas are maintained to a high standard. This means children's health is protected effectively. Children behave appropriately in the environment, responding to adults when requested to help, such as, tidying up and reminders to share toys. Children eat healthy food, such as, chicken casserole with vegetables and they regularly eat fruit. Water is readily available. Children frequently play outside, receiving fresh air, whilst developing physical skills effectively. They use equipment, which is arranged interestingly to support children's learning. For example, children can develop balancing and climbing skills, slide and construct with building bricks. Children are learning about diversity, the wider world and communities generally well. For example, there are positive images regarding the differences in people displayed within the environment and some resources, such as books, as well as a welcome poster in various languages. However, children's learning regarding diversity and to support to children who speak English as an additional language at home, is not yet fully maximised whilst at the provision, through activities planned and the arrangement of images and text.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
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	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
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	3
The extent to which children develop skills for the future	3

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