

Kindercare

Inspection report for early years provision

Unique reference number	400131
Inspection date	26/04/2010
Inspector	Jane Elizabeth O'Callaghan
Setting address	2 Pannal Ash Road, Harrogate, North Yorkshire, HG2 9AB
Telephone number	01423 501492
Email	
Type of setting	Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Kindercare Pannal Ash Road Day Nursery opened in 1986. It operates from eleven rooms in a detached house situated on the outskirts of Harrogate. All children have access to three enclosed outdoor play areas. The nursery is open each weekday from 7.30am to 6pm, all year round except for bank holidays.

A maximum of 85 children may attend the nursery at any one time, and of these 85 children may be in the early years age group. There are currently 110 children aged from 3 months to 5 years on roll, all of whom are within the early years age group. The nursery also makes provision for children older than the early years age group, which is registered on the voluntary and/or compulsory parts of the Childcare Register. Children attend from the surrounding areas. The nursery supports children with special educational needs and/or disabilities, and those with English as an additional language.

The nursery employs 15 members of staff, of whom over half, including the manager hold appropriate early years qualifications. Several staff members are working towards further childcare qualifications and degrees in childcare. 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 outstanding.

Children attending this setting benefit from excellent opportunities to make maximum progress in both their learning and development. Every child's uniqueness is recognised, and the extremely high quality of leadership and management ensures that every child is fully included and receives exemplary support for their individual welfare and learning needs. The setting demonstrates an outstanding capacity to improve due to a strong commitment from all involved. An emphasis on team work and the thorough and searching evaluation of its strengths and weaknesses result in the ability to take action, where areas for development are identified, in order to bring about improvements for the benefit of parents and children.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- ensuring that all staff and parents are involved in the self-evaluation procedure.

The effectiveness of leadership and management of the early years provision

Safeguarding children is paramount to all the staff at the setting. Comprehensive policies and procedures are in place to protect the children from harm and neglect. All the staff have thorough knowledge and understanding of child protection issues. They are fully aware of the steps to follow if an allegation of abuse is made towards the staff and to protect the children against harm and neglect. Training in the area of child protection is fully maintained, and a successful induction programme ensures new staff are well-informed from their first days. No member of staff is left unsupervised with children until all checks have been completed. Comprehensive recruitment, vetting and induction procedures are thorough and effective, and the low staff turnover suggests a high level of satisfaction within the nursery's workforce. Full risk assessments are carried out on the setting and for outings. Any actions are recorded and reassessed to ensure that the children are fully protected from harm. Risk assessments required to meet children's individual needs are completed and displayed so all staff are fully aware of changes within the setting, to ensure children's safety at all times.

The staff have excellent partnerships with the parents of the children and babies and with outside agencies. The staff share observations and children's progress in the informative portfolios of their work with the parents through regular meetings, and ensure that these portfolios are easily accessible for them. The parents receive detailed daily feedback about the day the children and babies have had. Parents receive an abundance of information when their children start and throughout their time at the setting. The staff ensure parents are kept informed throughout the time their child spends at the setting; for example, an informative notice board, regular newsletters and questionnaires. This builds extremely effective bonds and children benefit greatly from this. Staff have a very good working relationship with the special educational needs coordinator. They work together to ensure the needs of the children and babies are paramount and that they are progressing well with their development. The setting has excellent links with the local schools and pre-schools for those children receiving the Early Years Foundation Stage; the nursery encourages teachers to visit the setting, and the children are taken to the other provisions by staff prior to starting.

All staff are driven to improve their knowledge and understanding of childcare practices through attending further training opportunities. The manager and lead key persons are involved in self-evaluating their practice in a thorough way; although, not all of the staff and parents are involved in the self-evaluation procedure. The setting has a commitment to equality and diversity and promotes this well, successfully ensuring that all children integrate well. The staff are able to successfully identify and close gaps in learning due to their thorough assessment and record keeping system, based on meaningful, regular, and detailed observations. All staff are actively involved in the planning, which is largely initiated by the key persons. This follows children's interests and ideas and staff value the children's participation and respect their contributions. The topic based activities are fun and exciting, often following the seasons and nature, and complementing the core curriculum, which offers continuous provision across all

areas of learning. Consequently, in this very stimulating environment, the outcomes for children are highly positive.

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

Children and babies have clear and defined starting points and are making excellent progress from these. Observations are extremely detailed and have the next steps clearly outlined for the staff to successfully progress children's development. These assessments are linked to the six areas of learning; consequently, staff are able to see what areas they need to work on with the children and babies. Staff also evaluate the children's and babies' next steps to ensure they are progressing with their development, in both their own personal profiles and also when evaluating their in-depth planning. All activities that the children participate in are tailored for their specific age range and abilities. Staff adapt all activities to meet the individual developmental needs of the children accessing them. This ensures more or less able children and babies have their needs fully met in planning. Staff ensure all activities are suitable for all children and babies attending the setting, and keep the key workers of children with special educational needs and/or disabilities informed of meetings with other agencies. As a result, all children and babies are making excellent progress in all areas of learning.

All children have a vast selection of toys and activities that are all easily accessible to them. More able children do large piece jigsaws and are very pleased when they have completed them. They are keen to go with staff to the quiet room where they all sit and recognise the different pictures and letters of the flash cards, and patiently wait their turn to say 'N for nest' and know that birds live in nests. Other children in the group go and listen intently to the story about the black cat, they recognise the story and help the staff to read it. Younger children ask to read the story of 'Peppa pig' and are keen to show the staff and inspector their shoes and socks with pictures of 'Peppa pig' on. Babies have a vast area where they can freely move around their room, choosing from a wide range of age-appropriate toys; they fall and jump in the ball castle, play 'peek a boo' with staff and giggle and laugh with each other. Babies play with the press buttons on the walkers and mechanical toys, with help from staff. All children can access marvellous outdoor areas; more able children hide in the den and play with the dinosaurs comparing which is bigger, while others pretend to play with the dolls and prams. Younger children play in the sand, measuring whose sand castle is the biggest, and staff show them how to jump in and out of the cones, which they are quick to do and also encourage the staff to jump over them. The babies play in their own secure outdoor area where they can sit on mats and play with the push along toys and run around with the staff. The nursery is bright and vibrant and full of lots of pictures of the children's own work, photographs of the children painting, sticking, and celebrating different festivals, and posters of information at the children's level of the alphabet and numbers for them to recognise.

Staff teach the children and toddlers the importance of keeping the walkway clear of resources. This ensures children are aware of safety and trip hazards, as well as

making sure the area is safe to move around in. It also allows the children to see how resources should be stored. Children and babies are able to feel safe and very secure due to the vigilance of the staff. Children and the babies participate in regular fire drills, which are evaluated to ensure children's safety is paramount and any concerns are highlighted and actioned straight away. More able children are asked to hold on to the stair banister when going up and down the stairs, and staff give clear explanations as to why. Children develop excellent habits to aid their health and well-being. Children are challenged and encouraged to extend their capabilities as they play on the climbing equipment and use the wheeled toys outside. At snack-time children pour their own drinks, where they are able to, and share a healthy snack of fruit and a drink. Meal times are sociable and unhurried, with time for conversations and discussions about likes and dislikes and home and family matters. All meals are cooked fresh on the premises, and all children's dietary needs are met. Children can take a tissue and dispose of it as they need to. Staff remain unobtrusive, but are on hand to assist if needed, thus allowing children to work and play without dominating them.

Children of all ages build strong relationships with the staff and particularly their key person, who undertakes all of their personal care. Consequently, they are extremely well behaved, happy and confident within the setting. Staff role model positive behaviour and support children in feeling proud of themselves.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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