



Kinder Haven

Inspection report for early years provision

Unique Reference Number	EY239141
Inspection date	12 December 2005
Inspector	Annette Stanger

Setting Address	357 Sticker Lane, Bradford, West Yorkshire, BD4 8RJ
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Telephone number	01274 682989
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Registered person	Kinder Haven Ltd
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Type of inspection	Integrated
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Type of care	Full day care
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ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Kinder Haven opened in 2002. It operates from the ground floor rooms of premises on Sticker Lane in Bradford. It serves the local and surrounding areas and provides nursery and out of school care. A fully enclosed outdoor play area is available to the side of the premises and car parking is to the front. A maximum of 98 children may attend the provision at any one time. The setting is open each weekday from 08.00 until 18.00 with extended sessions from 07.30 until 18.30.

There are currently 120 children aged from 0 to 12 years on roll. Of these, 18 children receive funding for nursery education. The setting has systems in place to support children with special needs and children who speak English as an additional language.

The setting employs 19 staff, 16 of whom are qualified to level 3 in an appropriate early years qualification. The setting receives support from Bradford Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children stay healthy as they are cared for in a clean and hygienically maintained environment. From an early age, they learn the importance of good personal hygiene through effective daily routines and gentle reminders from staff. Examples include staff encouraging children to cover their mouths when they cough, getting a tissue to blow their nose, washing their hands after toileting, before meals and baking activities. This helps them gain a good understanding of being healthy and actively increases their independence in their personal care. There are good arrangements in place to care for children who become ill, acting in the child's best interest and significantly reducing the risk of cross infection. Staff are also trained in administering first aid and pay good attention to updating this knowledge to protect children's health.

Staff actively seek information regarding children's health and dietary needs and individual requirements are respected. Children are well nourished and enjoy healthy and nutritionally balanced snacks, which successfully contribute to their well-being, healthy growth and development. Staff are successful in promoting children's awareness of healthy eating as they talk about their favourite vegetables. They regularly discuss the importance of being healthy through planned activities and topics and this is clearly successful in raising their awareness of healthy practices and promotes a healthy lifestyle.

Children take part in regular physical play which helps them to make good progress in their physical development. Younger children are well supported by staff and their growing independence is successfully encouraged. Older children tackle large physical challenges with confidence and gusto and they particularly enjoy using the parachute for games. Their co-ordination and balancing skills are developing well and they show good control over their bodies.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The space is organised effectively to create a child-friendly environment and ensure children are secure and parents are welcome. There are excellent security systems in place to ensure children cannot leave the premises unsupervised and there can be no unauthorised access to children. For example, through closed circuit television

and a well designed password system. Although risk assessments are successful in minimising hazards, they are not fully robust to consider procedures to be followed in the event of an emergency when transporting children.

Children independently explore and select play opportunities from a broad range of toys and resources that are safe and of very good quality. Staff are vigilant and a high ratio of adults to children along with effective deployment ensures children are well cared for and protected. Staff are constantly alert to teaching children how to keep themselves safe. For example, reminding children to sit on their chairs properly and to use equipment safely. Children also learn about fire safety through practising regular fire drills with staff. This raises their awareness and encourages them to share some responsibility for their own well-being.

Staff have a good understanding of how to safeguard children to protect their welfare. A good number of staff hold a first aid qualification and a good understanding is held of their roles and responsibilities within the local Area Child Protection Committee procedures. These measures contribute to keeping children safe and mean they can act appropriately and in the child's best interest.

Helping children achieve well and enjoy what they do

The provision is good.

Children in all age groups are confident and display high levels of self-esteem. This is largely due to the actions of the staff who evidently know the children well. Interaction is effective, staff praise children regularly, listen to what they are saying and value their contributions. This results in good, warm and caring relationships and children that are happy and settled.

Children enter the setting confidently and quickly settle into the familiar routine. They use their initiative well selecting their own resources and experiences as well as participating in planned activities. The Birth to three framework is used effectively to plan a good range of activities which further their development. Babies and toddlers are welcomed into the nursery by warm, friendly staff that actively listen and respond enthusiastically to their sounds, body language and facial expressions. Children's creative development is well supported and they enjoy a range of sensory and exploratory experiences. For example, as a group of children enjoy playing in the water tray gently splashing and investigating the bubbles.

Children who attend the out of school care clearly enjoy the time they spend there. Relationships are very good and interaction is effective. Staff truly value their ideas and requests and children have clear input into planning their own experiences and designing the club rules. Children have access to a good range of resources and activities and there is good provision for them to rest and play according to their own needs.

Nursery Education

The quality of teaching and learning is good. Children make very good progress towards the early learning goals because staff have a secure knowledge of the

Foundation Stage. This ensures that sessions are planned effectively to include a good balance of activities, whilst their clear knowledge of individual children enables appropriate challenges to be incorporated into the curriculum. All staff are very good at communicating with children and use effective questioning techniques to successfully stimulate thinking and extend knowledge.

Children are highly involved in activities of their own choosing, such as construction, imaginative and creative activities. Staff maximise opportunities for informal learning as well as structured activities such as baking. Children are confident in their interactions and they talk with enthusiasm about what they are doing and what they are going to do. They are very proud of their achievements and seek out staff to share their joy. All children eagerly participate in activities and are clearly motivated to learn. Behaviour is exemplary; children are polite and well mannered and demonstrate a clear awareness of boundaries within the nursery. They are confident speakers with a good vocabulary; many children clearly know some letter sounds and are developing good early writing skills.

Children count confidently and show increasing skill in using and recognising number in their play. For example, counting the number of children around the table and recognising and identifying numbers around the room. Children also have a good awareness of shape and correctly identify shapes in the outdoor area during a group game. They use size and positional language correctly, for example, a child explains a book is too high for her to reach as she is sat on the floor, another compares his size to his friend, 'I'm bigger than you'.

Children show great interest in discovering how things work and regularly talk about what is seen and what is happening. For example, as children observe the bread dough getting 'sticky' and becoming harder to mix with the spoon. They construct with a purpose in mind, describe their creations in detail and use tools skilfully for a range of purposes. They are clearly very familiar with using technology and operate the laptop with confidence, displaying excellent mouse control as they click and drag successfully.

Children competently use a wide range of tools which require hand-eye co-ordination. They demonstrate good physical skill and control when moulding and manipulating dough. Although, many do not transfer these skills by attempting to do their own clothing fastenings, for example putting on their coats, gloves and scarves to play outside. Instead there is a reliance on staff to do this for them which does not encourage their personal independence. Children have access to a good range of media and materials which are well-presented to promote free expression and creativity. Children are very imaginative in their play and enjoy moving imaginatively and imitating adults in role play situations.

Helping children make a positive contribution

The provision is outstanding.

All children are positively welcomed and play a full part in the nursery because staff value and respect their individuality and individual circumstances. Staff are highly effective in meeting children's individual needs and promote an inclusive provision for

all. Children's behaviour is exemplary in response to the staff's positive and consistent approach. Staff support younger children in sharing and turn taking. They have high expectations and set consistent boundaries for older children, which helps them to learn excellent skills of negotiation and encourages them to take responsibility for their own behaviour. Children have an excellent understanding of right and wrong and show great care for their environment, the resources and one another.

The children continuously learn about themselves, each other and the world around them through planned activities and having access to a broad range of resources, which reflect diversity and acknowledge cultural differences.

Children with English as an additional language are very well supported. Staff ensure they are familiar with key words and provide writing in the children's home languages as well as English, including labels around the room and books and audio tapes in dual languages. Staff are also successful in promoting a participative environment in the out of school club where children plan activities and make rules, such as ensuring all children have fair access to the play station. This positive approach fosters children's spiritual, moral, social and cultural development well.

The partnership with parents and carers is outstanding. These highly successful partnerships with parents contribute significantly to children's well-being and promote continuity of care. Staff actively seek parents' views about their children's needs and interests before they start and on a regular basis throughout their time there. Staff ensure that parents are kept very well informed of how their children are progressing and developing, about the provision itself and the Foundation Stage. For example, through informative newsletters and notice boards, children's individual files and daily sheets, the displaying of menus and planning within each room. This two-way sharing of information and expertise allows staff to continually meet the children's ever-changing needs and keeps both parties well informed. Children clearly benefit from this successful partnership and settle well in response which enhances their experience and makes it a positive one.

Organisation

The organisation is good.

The well-organised and welcoming environment contributes to children's good levels of independence and actively increases their confidence. The activities are attractively presented and effective deployment of staff allows children to initiate their own play and learning.

Policies and procedures are successfully adhered to in practice to support the care of children. Recruitment and vetting procedures ensure children are well protected and cared for by staff with good knowledge and understanding of child development.

The leadership and management is good. There is an extremely high level of commitment from staff and very successful working relationships. Management support staff well and staff are actively encouraged to attend ongoing training, which in turn benefits the children and the provision. All staff have a high regard for the

well-being of children and ensure that policies and procedures work well in practice. The provision is proactive in identifying their own areas for development through self assessment and quality assurance schemes and also regularly seeking advice and support from the local authority. This demonstrates a strong willingness to continually improve and has a positive impact on the care, learning and play provided. Overall, the provision meets the needs of the children who attend.

Improvements since the last inspection

At the last care inspection the setting was asked to improve the detail recorded in the fire drill records and to ensure parental signatures on accident records are retained. Both have been addressed fully and effectively. Completed accident records with parental signatures are retained in the office and fire drill records include good detail and an evaluation. These all contribute to keeping children safe on the premises.

At the last nursery education inspection the setting was asked to consider improving; the development of cross referencing the stepping stones in the planning and assessments records and the visual evidence in the children's individual files. Both have been addressed fully and effectively. A colour coded system effectively cross references the stepping stones and children's individual files contain dated samples of their work and creativity, clearly showing the very good progress that children are making.

Complaints since the last inspection

Since the last inspection Ofsted has received one complaint relating to Standard 12: Working in partnership with parents and carers. The complaint related to procedures for checking for head lice. Ofsted carried out an investigation on 14 June 2004. We found no evidence that the provider was not complying with the national standards. We took no further action and the provider remains qualified for registration. The provider has made a record of the complaint in their complaint record.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- consider procedures to be followed in the event of an emergency when transporting children.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- give children opportunities and encouragement to build up the skills which lead to personal autonomy, such as developing increasing control over clothing and fastenings.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk