



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN EY239141

DfES Number: 535223

INSPECTION DETAILS

Inspection Date	15/04/2004
Inspector Name	Angela Margaret Ellis

SETTING DETAILS

Day Care Type	Full Day Care, Out of School Day Care
Setting Name	Kinder Haven
Setting Address	357 Sticker Lane Bradford West Yorkshire BD4 8RJ

REGISTERED PROVIDER DETAILS

Name	Kinder Haven Ltd
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ORGANISATION DETAILS

Name	Kinder Haven Ltd
Address	357 Sticker Lane Bradford West Yorkshire BD4 8RJ

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Kinder Haven Nursery opened in 2002. It operates from the ground floor rooms of premises on Sticker lane in Bradford. The nursery serves the local and surrounding areas. A fully enclosed outdoor play area is available to the side of the premises and car parking is to the front.

There are currently 110 children from 0 to 12 years on roll. This includes six funded three years olds and no funded four year olds. Children attend for a variety of sessions. The group supports three children who have special needs.

The group opens five days a week all year round. Sessions are from 08:00 until 18:00 with extended sessions from 07:30 until 18:30.

Two part time and 16 full time staff work with the children. Nine have early years qualifications. The setting receives support form a teacher from the Early Years and Childcare Partnership (EYDCP).

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Kinder Haven provides good quality nursery education and a very welcoming environment where children make very good progress towards the early learning goals.

The quality of teaching is very good. Staff are highly enthusiastic, motivated and confident in their roles. Team work is very good, they are very organised, make good use of their time to provide a stimulating and interesting environment for the children to learn. Effective communication between staff results in the nursery operating very well. They have a very good knowledge of the foundation stage curriculum, which enables them to plan effectively a very good range of activities and experiences for the children. They make very good use of children's achievement records to plan for their next stage of development. Staff have very good relationships with the children and use their questioning skills to support and encourage their development very well. They provide a very good role model and have a high regard to promoting positive behaviour.

The leadership and Management is very good. The setting are very committed to further enhancing the service and have effective systems for this, for example, self assessment and quality assurance schemes. Staff have very good opportunities to attend training and they use this knowledge to further develop the education provision. There are very good systems to support children attending with special needs or who speak English as an additional language. This includes liaison with parents and other agencies.

The partnerships with parents is very good. Parents are encouraged to take an active role in their child's learning, through liaison with staff and involvement in their child's development plans. Positive comments were provided from parents. They have access to very good quality information and are fully aware of the service provided.

What is being done well?

- Staff's enthusiasm, motivation and enjoyment in their work is very good. They provide a very stimulating, interesting learning environment for the children to learn. They support and encourage children's learning very well, through a very good range of fun, practical experiences and activities and through their constant involvement and interaction with the children.
- Children's personal, social and emotional development is very good. Children are very happy, confident and settled. Their independence skills are very well fostered. Children become involved in their play displaying very good levels of motivation, interest and enthusiasm. Their relationships with others are very good and they respect and show concern for others well.

- Staff have a high regard to promoting children's positive behaviour through praise. They provide good role models and have clear expectations of children's behaviour, which results in children behaving very well.
- Children's use of language and imagination is very good they freely express themselves in many ways, for example, art, design and imaginative play. They freely communicate their ideas and feelings using all their senses. They become actively involved in their play, they are very enthusiastic, motivated and curious learners. Their exploration and observations skills are very good.
- Children's early reading, writing and counting skills are developing very well. They are very interested in books and activities that involve numbers and making marks.
- The commitment to develop the service further is very good. There are effective systems in place to achieve this, for example, self assessments, staff appraisals and a very good training programme.
- Partnerships with parents are very good. Parents can contribute their ideas and become actively involved in their child's learning through liaison and involvement with staff in regard to planning their child's individual needs.

What needs to be improved?

- the procedures for cross referencing the stepping stones in the plans and record of achievements
- the range of visual evidence collected in the record of achievement books such as art work and photographs.

What has improved since the last inspection?

not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children are very happy and settled. They are very confident and display high levels of enthusiasm and motivation to learn. The children's independence skills are very good, for example, selecting resources. They have very good relationships with others, both adults and children and their behaviour is very good. The children share, take turns and show concern for others within the group. They have a good awareness of their own and cultures of others.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children thoroughly enjoy looking at books and take an active role in stories. Concentration and listening skills are good. They interact very well with others and are confident to speak. They use language very well, especially during imaginative play. Their early writing skills are developing well. They write for a variety of purposes, three year olds make marks and some form recognise letters of their name. They recognise their names in print in the environment.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children are very interested and enjoy activities that involve number. They count with confidence and some children use their own ideas to begin to solve problems during fun and practical activities as observed in the 'Bakers shop' counting the current buns. Children use mathematical language very well during play. They enjoy a range of activities that involve shape and are able to recognise and name some shapes. They also enjoy creating patterns.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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The children are very curious learners, they ask questions and explore and investigate a very good range of activities and they talk about their observations. Children build and construct with a wide range of materials to shape, assemble and join materials for example use of tape and staplers in the collage and box modelling area. Children's knowledge regarding the world in which we live and their local community is good and this is well supported through outings and visitors to the group.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children have a good awareness of their own needs, especially their personal hygiene and care. They use large equipment with confidence and move in a variety of ways with great skill and co-ordination, for example, crawling, jumping, under and over. They handle skilfully and safely a very good range of resources to support their hand and eye co-ordination skills. The children have a good sense of space, they avoid obstacles and respect others need for space in play.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children's imagination during play is very good, they become absorbed in role play activities and extend their own play well. Sensory experiences for the children are very good and they freely express their feelings, thoughts using all their senses, for example, "I like the feel of the sand". They enjoy music, songs and rhymes and take great enjoyment out of exploring instruments, exploring the sounds they make. They freely express their own ideas through art and design activities.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report, but consideration should be given to the following:
- the development of cross referencing the stepping stones in the planning and assessments records
- the visual evidence in the children's individual files.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.