



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY239049

DfES Number: 555065

INSPECTION DETAILS

Inspection Date 15/12/2003
Inspector Name Cynthia Walker

SETTING DETAILS

Day Care Type Out of School Day Care, Full Day Care
Setting Name Kindercare Day Nursery
Setting Address Hornbeam Park Buisness Park
Hornbeam Park
Harrogate
North Yorkshire
HG2 8RE

REGISTERED PROVIDER DETAILS

Name Kindercare (Ltd) 2740366

ORGANISATION DETAILS

Name Kindercare (Ltd)
Address Hornbeam Park
Hookstone Road
Harrogate
North Yorkshire
HG2 8QT

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and 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

Kindercare, Hornbeam Park Day Nursery opened in 2002. It operates from a purpose built nursery, comprising ten rooms used for childcare, with fully enclosed play areas. It is located in Harrogate and serves the local area and wider community.

There are currently 133 children from 0 to 8 years on roll. This includes 24 funded 3 year olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs.

The nursery opens five days a week all the year round. Sessions are from 07:30 until 18:30.

Six part time and 18 full time staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. Nine members of staff are currently working towards a recognised early years qualification. The setting receives support from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Kindercare, Hornbeam Park provides satisfactory care for children aged 0-8 years.

There is appropriate documentation in place to support the management of the nursery and there is positive attitude to training. Accommodation and resources are effectively promoting the care and education of the children in the nursery.

Most areas for promoting children's safety are in place including comprehensive evacuation procedures but cleaning materials are accessible in some areas and there is no record of a review of the risk assessment. Health and hygiene is being effectively promoted within the nursery which includes a high proportion of staff being qualified first aiders. Children are receiving a healthy nutritious diet and have regular access to drinks. Good behaviour is valued and this is reflected in the children's behaviour within the nursery although there are no procedures to record any incidents related to behaviour. Effective child protection procedures are in place

but lack clarity around allegations against staff.

Planned activities meet the needs of all the children within the nursery which is supported by effective interaction from a supportive staff team. Resources and planned activities are active in their promotion of equality of opportunity.

Parents are actively welcomed into the setting and they receive detailed information about the nursery and information on their children's progress.

What has improved since the last inspection?

At last inspection the nursery agreed to provide a separate base area for children under two within the additional room and to provide a system for records to demonstrate that when individual children transfer to an older group after they reach 18 months, it is appropriate for their development to do so.

The nursery have now agreed a procedure for separating an area for children under two within their base room. The individual children's assessments are used to determine the appropriateness of any transfers.

What is being done well?

- The operational file linked to the standards contains appropriate documentation to support the efficient running of the nursery. The management have a positive attitude to training and encourage the staff team to participate.
- All ages of children have access to a wide range of stimulating planned activities which actively promote their learning in all areas. Relationships within the nursery are good, children are happy, confident and secure in their daily routines. Staff respond appropriately to children; actively talking and listening to children's contributions, extending learning through sensitive and appropriate questioning.
- The nursery are creating a welcoming environment, and all the units within the nursery are creatively set out, encouraging the active participation by all children in the activities provided, including daily access to unit based outdoor play areas. There is a wide range of toys and resources which effectively support the planned activities, and are easily accessible, allowing in some instances children to self select and make choices.
- Effective information is being given to parents through individual noticeboards, quarterly newsletters, and the annual parents evening. They receive information about the daily activities and routines provided, and on admission to nursery parents obtain a parent's pack, which is regularly updated as children move within the nursery. Information on their children's progress is shared verbally or through diaries for children under two, and written reports for the older children.

What needs to be improved?

- the safe storage of cleaning materials.
- the review, and dating, of the risk assessment procedure for the nursery.
- children's access to storage areas.
- the recording of any incidents relating to children's behaviour
- procedures for any allegations made about staff in relation to child protection.
- systems to ensure parent's awareness of the policies and procedures within the nursery.

Outcome of the inspection

Satisfactory

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?**The Registered Person must take the following actions by the date shown**

Std	Action	Date
6	Make sure that dangerous substances in cleaning cupboards are inaccessible to the children.	21/12/2003

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
6	Ensure the risk assessment is reviewed regularly and dated appropriately.
6	Monitor the access by children to toy storage areas.
11	Provide an incident record for all units within the nursery.
12	Increase parents awareness of the policies and procedures within the nursery.
13	Review procedures to be followed in the event of an allegation against a staff member.

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

How effective is the nursery education?

Kindercare, Hornbeam Park Day Nursery provides a welcoming and stimulating environment where children make very good progress to the early learning goals.

They make very good progress in communication, language and literacy, knowledge and understanding of the world, personal, social and emotional, mathematical, physical and creative development.

The quality of teaching is very good. Staff's knowledge of the foundation stage enables them to produce very detailed plans incorporating a wide range of activities to help children learn. Comprehensive assessment records have been developed, however these are not formally linked to planning. There is good use of accommodation using separate areas of learning, allowing children to self select resources, supported by effective use of the outdoor area. A wide range of resources is available to support learning. Children behave well in response to the high expectations of the staff team. Relationships are good staff's effective questioning and supportive responses appropriately extend children's learning.

Leadership and management is very good. There is a positive attitude to training which directly supports children's learning. Staff are clear about their roles and responsibilities which is reflected in their effectiveness as a very organised and efficient staff team. Annual questionnaires are used to monitor the quality of the provision; although some planning is being evaluated this is not extended to overall planning.

Partnership with parents is very good. Parents are actively welcomed into the setting and receive appropriate information about the setting and the activities provided. They are given ideas on how to support planned activities within the home. Parents have opportunities to regularly discuss their children's progress.

What is being done well?

- Children are developing effective relationships with adults and other children and are interested in activities and maintaining good concentration.
- Children can express themselves with confidence. They regularly use writing as part of play and are given opportunities to experiment with sounds and letter recognition.
- Children practice counting skills through daily activities and are developing their confidence in shape, space, and measure, and are using mathematical ideas to solve problems.
- Children's imagination is being stimulated through a variety of planned and daily activities which includes media and materials, extension of role play and a selection of musical experiences.

- Very detailed planning incorporating evidence of children's work and photographic records which actively extends children's learning.
- Parents are receiving effective information about their children's progress through the annual parents evening, termly written reports and informally at the end of a session. Activities are displayed on the units notice board which is supported by information on the early learning goals.

What needs to be improved?

- The overall planning programme to be evaluated.
- The use of assessments to ensure individual children's knowledge and ability is directly linked to future planning.

What has improved since the last inspection?

not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are interested in activities, showing good concentration and involvement at group and individual activities. They are responding to the clear and consistent codes of behaviour within the setting, which includes taking turns, and sharing. Children have established positive relationships with each other and all adults present. They are developing personal independence by attending to personal needs, selecting resources, and assisting in setting tables for mealtimes.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children express themselves with confidence and are encouraged to use language to recount experiences and give explanations. With staff support and suitable resources, including the use of name cards, children are able to recognise letters by shape, and match letters to initial sounds of words. Opportunities to experiment with writing are given in activities, within role play, and in effective use of the mark making area. Stimulating use of story 'sacs' is promoting early reading skills.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children's counting skills are being developed by opportunities given to count in the daily routine. Planned activities are being used to extend children's understanding of addition and subtraction. Children are developing mathematical ideas and have opportunities to compare quantity, size, and create simple patterns. They can recognise shapes, and are able to match shapes, effectively using them in construction activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

A range of planned and daily activities are being provided which enable children to explore and investigate. Children are being given opportunities to identify uses of everyday technology, and use communication technology to support learning. Through planned activities, children are finding out about their environment and other people they know. A wide selection of materials and resources allows children to construct a range of objects.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are being given opportunities to experience movement in a variety of ways, and can move confidently with increasing control. Good use of the outdoor area allows access to a range of small and large equipment. Children are demonstrating increasing control when engaged in activities requiring hand eye co-ordination, for example, pouring their own drinks, threading, and sewing.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children are able to explore colour and texture through a variety of planned and daily activities. They are using their imagination to produce good individual pieces of art work. The extension of the use of the role play area, into a toy shop and other topics, is extending children's imagination. Children are enthusiastic in their enjoyment of singing and are given opportunities to use musical instruments. They are able to respond to what they see, hear, smell touch and feel.

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 improve the following;
- Use information from assessments to directly inform future planning.
- Evaluate all areas of planning to monitor the effectiveness of the education programme provided.

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.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.