

Kindercare Ltd

Inspection report for early years provision

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Inspector Abigail Cunningham

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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 Ltd is one of eight nurseries owned and managed privately. It registered in 2006 and operates from a building standing in its own grounds with three rooms on the ground floor to cater for children of different ages. It is situated in the Farsley area of Leeds. The nursery is registered on the Early Years Register. The nursery serves the local area and is registered for 50 children in the early years age group. There are currently 94 children on roll. The nursery provides funded early education for three- and four-year-olds. Children are collected from a local primary school.

The setting is open five days a week from 7.30am until 6.00pm all year round. All children share access to secure outdoor play areas. The setting is accessed via the rear entrance and is accessible to all children and their parents. There are a team of 13 staff, 11 staff hold early years qualifications. The setting is supported by the local early years team.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The children are making good progress in their learning and development; they are very independent and enjoy finding out about their own cultures and beliefs and those of other people. The staff team are committed to working in partnership with others and all children are included and their individual needs are fully met. Self-evaluation takes into account the views of service users and is effective in identifying priorities for improvements. The nursery is currently meeting most of the requirements and is committed to making the necessary adjustments to the environment.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- take all reasonable steps to ensure that any hazards in the children's bathroom are kept to a minimum (Suitable premises, environment and equipment). 03/02/2011

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

- plan play and learning experiences based on the children's interests and needs
- develop further the children's assessment records, so that they clearly identify the next steps in children's learning.

The effectiveness of leadership and management of the early years provision

Safeguarding procedures are secure and all the required checks have been carried out on the staff. The staff have completed safeguarding children training and this is also included within staff induction procedures. As a result, all the staff know to record any concerns and seek advice where necessary.

The system for managing access to the premises is good, as unauthorised persons are unable to gain entry and there is a record of visitors. Written risk assessments have been undertaken and reviewed, however, not all hazards in the children's bathrooms have been identified and minimised. This does pose a risk to the children's health and safety and is a breach of requirements. The fire evacuation procedure is regularly practised with the children, therefore, they are familiar with the routine.

There are clear improvement plans in place and these are devised, after the views of parents have been sought. For example, as a result of listening to parents, an adjoining milk room and nappy changing facilities are being built onto the baby room.

An effective settling-in procedure is fully in place and there is an established system in place to gain information about children before they start at the nursery, which includes their individual needs and routines. Parents receive regular information via newsletters, parent's evenings and daily feedback from the staff. The parents are able to take their child's development record home on a regular basis and a small number of parents are adding their comments to these.

To promote joined up working, the staff have developed positive links with other childcare providers, where minded children receive care and education from more than one setting, for example, the staff read the different settings newsletters and notice boards to find out about upcoming events and planned activities. The children are developing positive attitudes to others. This is because they learn about interesting events, such as Diwali, Bonfire Night, Christmas, Chinese New Year and Easter. The children also have access to resources which reflect positive images of diversity, such as books and dolls. Appropriate steps are taken to ensure resources and that the environment is sustainable. For example, the children are encouraged to play with toys appropriately and tidy them up afterwards.

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

The setting employs a cook, who has completed food hygiene training. The menu is displayed for parents to see and wholesome meals are offered to the children. The children have good appetites and enjoy their food very much. They are successfully developing their self-help skills; they independently pour their own drinks, serve their own lunch and can assert their own needs and preferences.

The system for assessing and recording the children's development accurately identifies the children's achievements and progress. Monitoring systems are gradually being implemented to ensure that there are no gaps in the children's learning; however, the children's next developmental steps are not currently being identified. The children are provided with a good range of interesting and enjoyable activities which are based on interesting themes, such as Christmas. However, play and learning experiences do not reflect the children's current interests and needs.

The children have a positive approach to learning and are keen to participate in activities. As a result, the children are making good progress in their learning and development. The children independently select and carrying out activities and can speak confidently in large groups, for example, during story time one child explained, 'the hedgehog is going to bed for the winter'. The children enjoy singing songs and rhymes. More able children ask if they can sing a song of their own choice to the other children. For example, one child stood up and performed 'who is coming on Christmas night'.

The children are developing a good knowledge of the world in which they live, as they are provided with many first hand experiences, such as visits to the library and farm. Interesting visitors are also invited into the setting, for example, the children have recently enjoyed visits from a fire-fighter, a doctor, a dentist and Santa Claus.

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

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| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 2 |
| The capacity of the provision to maintain continuous improvement | 2 |

The effectiveness of leadership and management of the early years provision

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| The effectiveness of leadership and management of the Early Years Foundation Stage | 2 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| The effectiveness with which the setting deploys resources | 2 |
| The effectiveness with which the setting promotes equality and diversity | 2 |
| The effectiveness of safeguarding | 2 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 2 |
| The effectiveness of partnerships | 2 |
| The effectiveness of the setting's engagement with parents and carers | 2 |

The quality of the provision in the Early Years Foundation Stage

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| The quality of the provision in the Early Years Foundation Stage | 2 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 2 |
| The extent to which children achieve and enjoy their learning | 2 |
| 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 | 2 |
| The extent to which children develop skills for the future | 2 |

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