

Kindercare Day Nursery (Harrogate) Ltd

Inspection report for early years provision

Unique reference number	EY239049
Inspection date	08/03/2011
Inspector	Mr Rasmik Parmar

Setting address	Hornbeam Business Park, Hookstone Road, Harrogate, Yorkshire, HG2 8QT
------------------------	--

Telephone number	01423 815990
-------------------------	--------------

Email	alison@kindercareltd.co.uk
--------------	----------------------------

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 assesses 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.

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

© Crown copyright 2011

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 Day Nursery Limited, Harrogate, opened in 2002 and is a part of a group of nurseries in North Yorkshire. It operates from a purpose built building on two floors with 10 playrooms and enclosed outdoor play areas. The setting is open Monday to Friday from 7.30am to 6.30pm.

The setting is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 146 children may attend the nursery at any one time. There are currently 199 children aged from birth to under five years on roll. The setting currently supports children who speak English as an additional language and children with additional needs.

The staff team comprises of 33 members. There is one qualified teacher, two staff with a Level 5 qualification in early years and currently studying for Early Years Professional Status, one staff member with Level 4, 15 staff with Level 3, five staff with Level 2, seven staff training for Level 3 and two staff training for Level 2.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The motivated and ambitious management team have a very clear vision and focus for the setting. Children flourish in the stimulating environment and make very good progress in their learning and development. There is an outstanding commitment to promoting inclusion for children who are all valued as individuals. Excellent partnerships with parents result in very positive outcomes for children. Effective systems for self-evaluation and reflective practice lead to a continuously evolving setting.

What steps need to be taken to improve provision further?

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

- develop further systems for recording self-evaluation.

The effectiveness of leadership and management of the early years provision

The setting has highly effective systems which are successfully supporting and maintaining children's safety and security. All staff are appropriately checked and vetted and there are clear systems in place for checking the ongoing suitability of all staff and volunteers. The setting has clear safeguarding children procedures that are in line with Local Safeguarding Children Board guidelines. A comprehensive range of risk assessments for all areas including the outdoor area are carried out and effectively support children's safety. Emergency evacuation plans are in place and regularly practised with children and staff have good

systems to ensure that arrival and collection of all children is closely monitored and recorded.

The nursery has a particularly well organised play and learning environment, which is highly beneficial to promoting children's interests and learning. Children are grouped according to their age in playrooms that help meet their needs accurately. A highly inclusive and welcoming environment with a vast range of resources, for all age groups, both indoors and outdoors, reflects the setting's experience in promoting better outcomes for children. Signs, labelling, posters and photographs around the setting support children's understanding of the local community and wider world. Children celebrate their differences and similarities to ensure they feel valued and have a sense of belonging. The needs of all children, especially those with specific additional needs are met exceedingly well because of dedicated staff who are passionate in promoting the very best outcomes for them. There are excellent liaisons with other professionals, involved in the care and learning of children with additional needs. Highly effective Individual Education Plans are written for such children, resulting in very positive outcomes. Specific key persons have forged excellent relationships with parents and supported them well beyond their line of duty, for the benefit of children.

Partnerships with parents significantly enhance the consistency in care children receive and actively contribute to their rapid progress towards the early learning goals. Parents are actively involved in their child's learning. There is a highly effective two-way process of sharing information between parents and staff to support children's learning and development. They are encouraged to talk to their child's key person at any time and they are informed through meetings to discuss the child's progress. All this contributes to excellent partnership with parents in order to promote very positive outcomes for children.

Transition arrangements with the local schools involve teachers who visit the setting to find out background information on children prior to starting school. Children also visit their prospective schools in order to familiarise themselves with the surroundings and meet teachers. All this helps in the smooth transition of children into their first school. Key persons liaise with other settings, such as, childminders and pre-schools, to share information about children's learning and development to ensure continuity and coherency in children's learning and development.

Staff have made positive improvements in developing the care and learning provided for children by embracing the Early Years Foundation Stage. They monitor their practice as part of self-evaluation and are confident in identifying areas for continuous improvement. However, systems for recording self-evaluation are not fully established. There is a strong ambition within the staff team to improving their qualifications. Also, improvements made to the outdoor play areas greatly enhances children's learning opportunities, resulting in very positive outcomes.

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

Children are provided with very good opportunities to help them make progress across all areas of learning and development. They are confident, inquisitive and eager to learn. The planning for children is flexible as key persons respond to individual needs. Systems for using observation and assessment, and information from parents, to plan for next steps in each child's learning are highly effective. Staff actively support children's learning and development, and create a stimulating learning environment. They are fully aware of children's different interests and plan to meet the needs of all children. Children with additional needs have their very specific individual needs met through Individual Education Plans. Key persons are aware of ensuring all children have opportunities to develop further according to their ability and interest.

Children are confident and very sociable. They are emotionally secure and have formed good relationships with staff and other children. They clearly enjoy the challenges and opportunities to explore, experiment and learn. They negotiate together and work cooperatively with others. They behave well and are learning to share and take turns. Their independence is promoted as they have easy access to resources and they address their personal hygiene needs independently. Manipulative skills are practised daily as children benefit from having access to writing materials, safe small toys and tools. Children have daily opportunities to experiment with a range of media and materials. They make marks with a variety of printing materials, and colour-in and practise pencil control with different writing materials. Older children are proud of being able to write their name. Children select books in a cosy area and enjoy listening to stories. Children use mathematical language as they compare the sizes and colours of blocks. Children learn to count using everyday objects and gain an awareness of adding and taking away as they sing a variety of songs. Their creativity is encouraged as art and craft activities and role play resources are readily available. Babies benefit from freedom to explore materials such as paint and use tools such as brushes and sponges to create and experiment. They develop physical skills, both large and intricate, through the wide range of activities.

Children have a very good understanding of how to keep themselves safe as staff support them through discussions, appropriate books and stories about road safety and why not to talk to strangers. They clearly feel safe and secure because they are at home and very relaxed within the setting, due to warm and purposeful interactions by the staff.

Children thoroughly enjoy the hearty, well-balanced and nutritious meals. Menus are reviewed regularly to ensure that all children benefit from a varied diet that includes a good selection of fresh fruit and vegetables. Children are provided with meals and snacks in their rooms according to the ages and stages of development. Babies are suitably placed on high chairs, toddlers wear bibs and sit on low chairs and older children learn to follow more independent routines. Mealtimes are used most effectively to promote a good range of age appropriate social skills.

Children listen well to each other and are developing a good understanding of behaviour and appropriate codes of conduct. Children are successfully encouraged to develop a good understanding of diversity through well planned activities to promote their awareness of the wider world. Children learn about nature by growing vegetables and herbs, digging for worms and insects in the garden and watching ladybirds purchased from the internet eat greenflies on plants.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

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	1
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	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

Outcomes for children in the Early Years Foundation Stage

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

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