

Kinder Haven

Inspection report for early years provision

Unique reference number EY342501
Inspection date 28/02/2012
Inspector Abigail Cunningham

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Type of setting Childcare - Non-Domestic

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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*.

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.

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Description of the setting

Kinder Haven is one of three privately owned nurseries. It registered in 2006 and operates within a converted, detached premises in the village of Tong, near Bradford. The nursery is open each weekday from 7.30am until 6.30pm for 51 weeks a year, closing for one week at Christmas. The nursery has use of four playrooms on two floors. All children share access to secure, enclosed outdoor play area. The setting serves the local and wider areas and has strong links with local schools.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. The nursery is registered to care for a maximum of 52 children under eight years, of whom no more than 52 may be in the early years age group. There are currently 90 children on roll. The nursery provides funded early education for three and four-year-olds. The provision currently supports a number of children with special education needs.

The setting employs 14 members of childcare staff and all hold appropriate early years qualifications at Level 2 or above. The nursery manager holds a Foundation Degree and is working towards a BA (Hons) Degree and Early Years Professional Status. The nursery is a member of the National Day Nurseries Association and holds the Investors in People award.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The staff team are highly committed to working in partnership with parents and protecting children. Self-evaluation is effective and the senior management team are able to demonstrate how they have made significant improvements to the provision. However, there is scope to increase the children access to the outdoors and extend their independence and problem solving skills. The staff team are good at promoting the children's welfare and work hard to ensure all children are included and their individual needs are met. All children make good progress towards the early learning goals and enjoy participating in messy and creative activities.

What steps need to be taken to improve provision further?

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

- organise systems, so that the children's access to outdoor play and outings are increased
- organise the lunch time routine, so that the children's independence and problem solving skills can be further developed.

The effectiveness of leadership and management of the early years provision

Children are safeguarded by extensive recruitment and vetting procedures, including the successful induction of new staff. Extremely effective procedures are in place for identifying any child at risk of harm and recording concerns. For instance, all of the staff team regularly update their knowledge of safeguarding issues by attending training. Therefore, they know that they must record and pass on any concerns to the safeguarding officer. Risk assessments for the premises and outings are regularly undertaken and reviewed and all potential hazards have been identified and minimised to ensure children's safety. The system for managing access to the premises is excellent. For instance, parents use their key fobs to gain automatic entry and any visitors have to ring the doorbell, show their identification and sign in and out of the visitor's book.

The staff team are very friendly, helpful, motivated, and committed to improvement. They are fully involved in planning, evaluating and developing practise, for example, through appraisals and staff meetings. There are clear improvement plans in place and these are devised after the views of parents, children and the staff team have been sought. For example, the nursery website was updated after consulting service users. The management team have also demonstrated the capacity to appropriately tackle any identified areas of weakness.

The environment is extremely well maintained, warm and welcoming and the children's artwork is attractively displayed throughout the nursery. Children are involved in making decisions about what they would like to do to some extent. However, the practitioners decide when the children can go out to play. Resources are mostly well deployed to improve outcomes for children, however, the babies are unable to be taken out on outings, as the setting does not have suitable pushchairs. In addition, the pre-school children are very noisy and restless towards the end of the morning session. This is because their access to outdoor play has been limited.

The setting has highly effective relationships with all parents. Parents are extremely well informed about all aspects of their children's achievement, well-being and development. For instance, regular written reports are sent home and parents meetings carried out, to pass on information about each child's progress. Parents also receive information via notice boards, newsletters and daily verbal feedback from the staff. This highly inclusive system of communication ensures that there are consistent and productive partnerships with parents. As a result, children make positive progress across all areas of learning. Parents are extremely happy with the nursery and have made many positive comments, for example, 'Kinder Haven provides an outstanding environment for my daughter in which she feels safe, secure, and happy. Through support from the staff her confidence has developed unbelievably well, to ensure she is no longer shy and wants to join in with everything. I feel she is inspired, supported, and nurtured in a positive environment'.

In order to positively promote the transition from nursery to school, the nursery sends individual development information about each child, to the teaching staff at their chosen schools. The setting has also been very proactive in attempting to build links with other childcare providers, who also support children who attend the nursery. For instance, with permission from parents, they have made telephone calls and sent various e-mails and documents to the other setting.

Children develop a positive attitude to others and a good understanding about the wider world and local community. They enjoy playing with a broad selection of resources which reflect positive images. For example, dolls, books and skin tone crayons and paints. They also learn about interesting events, such as Hanukkah and Eid. The children have a few opportunities to learn about the local community and the natural world. For instance, some of the children are taken out to the park to feed the ducks. Interesting visitors are also invited into the setting, such as, the police and fire fighters.

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

The cook and all the staff have completed food hygiene training. Meals, such as, sausage ragu and lemon sponge with custard are offered to the children. Planned activities, such as growing, harvesting and eating vegetables also introduces the children to healthy ingredients. Parents, staff, children and visitors, fully cooperate with various hygiene routines, such as, using the hand sanitizer prior to entering the nursery.

The environment in which children are cared for and educated is safe and supportive. Babies and young children are extremely content and settled because their individual needs are met to a high standard. As a result, they have formed close attachments to staff. The children are taught to be safety conscious without being fearful. For instance, they have regular opportunities to handle tools safely, such as paintbrushes and scissors. They are also developing an understanding of dangers and how to keep themselves safe, as they regularly practice fire drills and know to hold onto the hand rail when coming down the stairs.

During settling in visits, the children's parents supports the staff in identifying their child's starting points on entry to the nursery. They also keep the nursery staff fully informed about their child's achievements and current interests. As a result, the children are provided with a good range of activities, which are based on interesting themes and the children's current interests, such as 'space'. The system for assessing and recording children's development identifies their achievements and progress. Monitoring systems are implemented to recognise and plan for the children's next steps in learning. They are also beginning to be used to detect staff training needs. As a result, the nursery is able to show how the children make good progress in their learning and development.

The staff are positive role models, as they are very friendly, approachable and consistently give the children lots of praise and encouragement. As a result, the children are well behaved, for example, they can share, take turns and use good

manners without being prompted to do so. The children are very keen to cooperate with various routines, such as, tidying away the toys and brushing their teeth after meals. During lunchtime, the children do serve their own food, however, the children do not help to set the table, which results in missed opportunities to develop their independence and problem solving skills.

The children have abundant opportunities to play with malleable activities, such as, sand and shaving foam. They also have fun making marks with various materials, such as, crayons, pens, and paints. The pre-school children know how to use various tools and equipment, for example, they take pleasure in making, rolling and cutting out shapes in the play dough. Young children delight in singing nursery rhymes, such as 'twinkle, twinkle little star'. More able children are beginning to form recognisable letters and can count confidently from one to 20.

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	2
The effectiveness of safeguarding	1
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
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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	1
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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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