

# Kindercare Tweenies, Tinies and Starters

Inspection report for early years provision

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<b>Type of setting</b>	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

Kindercare Tweenies and Tinies opened in September 1999. The pre-school section opening in January 2000. The nursery operates from a modernised school in the Headingley area of Leeds. It is privately owned and is part of a nursery chain run by Kindercare Ltd. The nursery is open each weekday from 7am until 6.30pm throughout the year. All children according to their room and age grouping have their own playing space, which is fully enclosed.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 130 children may attend the nursery at any one time, of whom 130 may be in the early years age range and of these 47 children may be under two. There are currently 195 children on role in the early years age range attending on a full and part time basis. The nursery supports children with learning difficulties and disabilities and those who speak English as an additional language. The nursery employs 41 staff, including the manager, of whom all childcare staff except one hold an appropriate early years qualification. The setting receives support from the local authority. The setting has links with other early years provisions.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The Early Years Foundation Stage is effectively promoted overall and there are some aspects of the provision that are outstanding. This means children and babies are safe as they explore a range of enjoyable activities. They show curiosity and the desire to explore therefore, they make good progress with their learning overall and develop extremely well with information and communication technology skills. Children's individual needs are considered well, supporting their overall welfare. Partnerships with parents and with other professionals are good overall, in supporting the children's well-being. Systems for monitoring the setting ensure good on-going continuous improvement, therefore, the outcomes for children are positive.

## What steps need to be taken to improve provision further?

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

- review the information about security and the systems in place with the parents, to ensure security is maximised at all times
- review the visual labelling, and text in different languages within the nursery, to extend opportunities to promote positive attitudes towards diversity.

## **The effectiveness of leadership and management of the early years provision**

The systems in place to safeguard children are effective. For example, the staff understand their roles well, to ensure children are protected. The procedures in place to support staff's suitability to work with children are good, including ensuring all staff have a suitable Criminal Record Bureau check. Robust risk assessments reduce risks to children as they explore the environment. Security to the provision is effective overall, through the use of safety locks on the main doors and an intercom and bell system, to alert staff before parents of individual children can enter the premises. However, the security is not infallible, for example, although systems do inform parents not to let people whose identity has not been verified in to the premises when they enter, there are times when this happens.

Staff are deployed highly effectively overall, to promote children's development and welfare. The arrangement of space and use of the resources across the nursery is highly conducive in supporting children's welfare and development. Equality and diversity is promoted well overall, for example, the key worker system in place ensures children's individual needs are catered for well overall, including liaising with the parents to ensure their care needs and learning needs are supported effectively. This helps narrow the achievement gap so all children progress well.

Systems in place for monitoring the provision are good overall. The provisions management and staff regularly review the provision, to make effective on-going continuous improvements for children. This results in positive outcomes for the children overall and some excellent outcomes. Parents views are obtained through using questionnaires and these views are evaluated. Since the last inspection the provision has successfully met the action raised, through ensuring prior written agreement is obtained from parents before administering medication. They have met the recommendation raised from the last inspection, by ensuring systems to promote children's next steps in their learning are effectively used to extend children's learning and this process is regularly reviewed. In addition, other improvements show how the use of the outdoor play area has been developed to ensure children in different age groupings have their own play area. This ensures that the children's individual learning needs can be focused on more effectively to promote their individual needs. In addition, the soft play area indoors has been recently updated, enhancing children's physical play indoors very well and improving the quality of the resources for children.

The provision works effectively with the parents, ensuring that regular dialogue is shared to support children's individual needs well, such as following their specific dietary and learning needs and informing them of events during the day, such as when children sleep, if they have eaten well and when nappies are changed. The parents can access detailed amounts of information on notice boards and on walls, such as information about the activities planned and how this covers the Early Years Foundation Stage. The setting has established effective links with other professionals and provisions where children also attend, supporting children's transition, welfare and learning well.

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

Children receive varied and some challenging opportunities to help them progress across the areas of learning effectively overall, through the effective key worker system. For example, observation systems are used consistently throughout the nursery to make plans to extend children's learning, such as their vocabulary, creative and mark-making skills. Children's progress is tracked and reviewed. The babies enjoy learning through their senses as they explore, a variety of media, such as paint, different textured materials and toys that make sounds. Children eagerly join in activities, such as filling and emptying sand and other materials into different sized containers. They differentiate colours well overall according to their starting points. Children according to their age and starting points demonstrate an excellent understanding of simple calculation through their play. Children are developing the use of information and communication technology skills extremely well, because they are motivated and well supported in their learning through staff enabling children to independently and in a group explore how equipment works. For example, the babies happily investigate toys they have to work out how to operate, through pressing, buttons and twisting dials. Older and more able children use real phones and key boards highly competently to support them in their communication and their use of language skills through role play. In addition, children show great skill at using the mouse and operating different programmes on the computer that challenge their skills. In addition, children demonstrate excellent abilities at counting through daily routines.

Children often make choices, encouraged well by the staff. They decide what food to eat from a very healthy range, such as three or four different fruit and vegetable options at snack time and they often instigate their own play ideas. For example, children demonstrate an interest in aeroplanes, which instigates a topic on flight and they explore their creativity as they make hot air balloons. Children are learning to stay safe effectively. For example, the babies are able to take safe risks, such as climbing small soft play equipment in their rooms, monitored well by the staff. Children handle resources carefully and help tidy away. Babies and children respond happily in the provision. For example, they often smile and go to staff when they need reassurance. Children receive excellent quality outdoor play in a safe enclosed environment, which supports their learning and healthy lifestyles extremely well. They are eager to go outside and demonstrate enthusiasm as they happily communicate their feelings as they learn to control the scooters and sit and ride-on toys. They are effectively challenged as they practice rolling a hoop and practice their hopscotch skills.

High regard is given to promoting the children's good health. For example, the quality of hygiene in the provision is excellent. Staff take particular care with cleaning routines and individual care, such as changing the babies bed sheets after each individual babies' usage. Children do understand and adopt healthy habits very well through practice and discussion. The food is plentiful, balanced and nutritious and takes account of children's individuality. The nursery environment is inclusive. For example, the activities reflect the different aspects of children's

lifestyles, helping children learn to value one another. For example, in one specific room children enjoy and discuss an amazing display of pictures and other resources reflecting a broad range of the differences in peoples customs and lifestyles. Staff do learn different words to support children's different home languages highly effectively, however, although images to promote diversity is embraced in the provision, the labelling and text in different languages within the nursery, to extend opportunities to promote positive attitudes towards diversity is not fully maximised.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
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

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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	1

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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