

Kindercare Day Nursery

The Old School Hall, 85a Lowtown, PUDSEY, West Yorkshire, LS28 9AZ

Inspection date	16/10/2012
Previous inspection date	03/11/2008

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- The key person system is effective, in supporting the children's individual care and learning needs, resulting in children progressing well across the seven areas of learning.
- The environment is organised effectively and it is resourced well in all rooms, creating a stimulating environment for the children and babies.
- The staff mentoring system ensures a good support to all staff, resulting in effective implementation of the safeguarding and welfare requirements and the learning and development requirements.
- Children and babies develop positive relationships with adults and other children, supporting their confidence effectively.

It is not yet outstanding because

- Opportunities for the babies to play outdoors are not yet fully explored.
- The arrangement of varied language text within the environment, to include familiar words and phrases, in children's home languages are not yet maximised.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in all the four playrooms, the bathroom areas and the outside playing areas.
The inspector sampled a range of documents that included, children's learning journeys, policies and procedures and some of the evaluation of the provision documents.
- The inspector spoke to three parents, babies and children in all the rooms.

Inspector

Melissa Patel

Full Report

Information about the setting

Kindercare Nursery is one of a number of privately owned nurseries run by Kindercare Limited. The setting has been registered since 1998. It operates from a converted school building in Pudsey, a suburb of Leeds. There are three steps to the front of the property and a ramp provides wheelchair access at the rear. There are enclosed outdoor play areas to accommodate children of different age groups. The nursery is open from Monday to Friday, 7.30am until 6.30pm, throughout the year.

The nursery setting provides care for children on the Early Years Register. There are currently 88 children on roll. The setting receives funding for nursery education and

supports children with English as an additional language. Children from the local and wider community attend for a variety of sessions. There are 17 members of staff working with the children, on a full- and part-time basis, of these, 14 hold a level 3 qualification in childcare, two hold a qualification to level 2 in childcare and one staff member is unqualified. The setting has links with other early years provisions.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- develop further opportunities for the babies to explore the outdoor play areas
- review and further extend the text displayed in diverse languages, including words and phrases in children's home languages.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The staff throughout the nursery have a good knowledge of the seven areas of learning, to promote children's progress successfully towards the early learning goals. Children are developing well overall, according to their individual starting points and time attending the provision. For example, through the effective key person system, the staff clearly state what children can do and what is planned to extend their progress. Plans are in place to help babies develop communication and social skills in groups and to aid walking skills. In groupings of older children, plans are in place to help them to express themselves through role play and using puppets.

Strong knowledge is demonstrated from staff regarding how well children can count and what plans are in place to extend these skills. The written observations and how they are used are consistently maintained in the nursery, to extend children's skills across the seven areas of learning. The monthly review is effective, at highlighting achievements and to identify any gaps to be filled in children's learning, to aid progression. The clear development tracker system in place ensures that no child is left behind. The progress check at two years is now introduced and parents have been contacted via letter, to discuss this check, and what is involved. Parents are involved well in children's learning through discussion by sharing the learning journeys.

Babies enjoy investigating the environment, using their senses to feel different textures and materials. Good support is offered to enable the babies to develop physical skills through a well-organised space. In addition, the bar on the wall is placed in an

appropriate position to enable them to crawl to it and to help them pull themselves up and stand, which they do frequently. They show pleasure as they achieve this milestone. All babies are effectively supported in their developing communication skills. For example, gestures, such as clapping, lots of language and singing are a regular occurrence in the baby room. Staff use questioning effectively in all rooms, such as, about colour and what happens next questions are in regular use, such as at story time and in small and large groups. All children and babies explore the well-equipped outdoor area. However, opportunities for the baby room group to use this area, is not as regular as other groups of children, due to where the room is positioned. However, when used, it is in a safe enclosed area where children can explore their skills using small equipment, such as push and pull resources. The older babies can learn to control sit and ride-on toys.

Children freely access mark-making materials and those in older age ranges can write their own name. Good support is given to other children to help them recognise their own name, through labelling on their coat peg. The environment is full of low-level words and letters to investigate, such as on the magnetic board, which is frequently used. One example is when children lift off the letter and say the sound, with good support from the staff. Older children show strong skills in using the computer mouse, competently moving the mouse to match shapes. In other age groupings, children work out how to operate tills and use equipment that require twisting or turning to operate and they can use a tape recorder. Children frequently use construction and demonstrate their small physical skills well, as they fit pieces together. Staff use this opportunity effectively, to talk about what they are making, which on this occasion are cars. They discuss how many wheels they have and make links to home as they talk about who the car belongs to. Children learn about different shapes, through exploring them during a play dough activity. They make their own shapes and discuss the shape they make. Children do this well. Staff support the activity effectively, asking questions about the shapes and talking about the colours.

Diversity is reflected well throughout the nursery, through positive images of children from a variety of cultures and by resources, such as toy wheel chairs, and dolls with different skin tones. Children can use varied culturally diverse musical instruments, such as African drums. Children learn about Italian food as they are involved in setting up play in an Italian restaurant. Words, such as focaccia bread and pictures are displayed, aiding children's understanding about different cultures and lifestyles effectively as they discuss them. Children can view books that promote their understanding positively about diversity and they celebrate festivals. They make a display about the Chinese Moon Festival. Text in the environment to reflect diverse home languages, such as words and phrases, although, represented is not fully resourced throughout the setting to maximise learning opportunities in this area. However, the staff are currently gathering information from parents about familiar words to use with the children in their play.

The contribution of the early years provision to the well-being of children

Children feel secure within the environment because the staff all give children and babies equal time and attention. They consistently praise children and babies for their achievements. For example, as babies demonstrate a new skill at crawling and successfully reaching a toy, all the staff clap and use praise, resulting in smiling babies.

This is because their confidence and self-esteem is well supported. Older children are motivated well. They develop independence and confidence well, as they serve their own dinners at lunch time.

The staff develop strong bonds with the children through their interactions, resulting in them being happy and smiling. For example, they all enthusiastically engage children in activities through consistent communication, which focuses on individual achievements. For example, they make recognisable marks on paper and happily talk about the spiders that they have drawn. The staff praise children and consistently talk to them during the process. This encourages them to think and explain their drawing. Children benefit from the attention and this results in children responding positively in the environment, enjoying activities and their behaviour is good as a result. Staff work closely with the parents to meet children's care needs. For example, information from parents instigates staff to help children learn to understand the importance of cleaning their teeth. This is encouraged through a fun activity, exploring tooth paste and tooth brushes.

Staff ensure that the children are safe within the environment, indoors and outside. Children are developing a good understanding of healthy lifestyles and taking risks through outdoor activities. For example, they join in growing and planting activities, they develop balancing skills on the tyres and practise climbing or digging in the sand. Children eat a range of healthy food snacks, such as varied fruit and teacakes. Lunches are attractively presented and of good quantity. They are nutritious and include foods, such as spaghetti bolognese and chilli and rice.

Transitions are managed effectively to support children's well-being well. For example, through using the setting's room transition policy, the children's individual needs are supported by working with parents through the key person system to arrange visits and to discuss suitable times for transitions. This also helps children learn to manage transitions well in the future, such as progression to school.

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

The management and staff demonstrate a strong understanding of the safeguarding and welfare requirements. The environment is well maintained and hygiene procedures are effective in keeping children healthy, for example, regular nappy changing procedures are monitored well and the cleaning procedures are vigilant. Staff demonstrate a good knowledge of protecting children. The safeguarding policy is effective in keeping staff, and parents informed of the importance of keeping children safe and what to do if there are concerns.

The learning and development is strongly promoted within the setting and consistently maintained in all rooms. For example, staff know their roles in their own room very well and they know what is happening in other areas of the nursery, enabling them to support children effectively across the setting. Staff explain clearly how they are helping children progress in their next steps in learning. Regular meetings, with management ensures that staff have opportunities to voice their views on the setting. The newly introduced staff

mentoring system is effective. The system ensures that all new staff are inducted in to the provision well. Also all staff receive good support to ensure that children develop and progress well. For example, guidance is available if needed and staff training is regular, such as the recent in-house training, which has updated staff consistently on the changes to the Early Years Foundation Stage. In addition, staff are motivated and this results in children developing effectively with their confidence, forming relationships and overall progress.

Systems for evaluating the provision have developed well since the last inspection, resulting in positive improvements to the setting and supporting good ongoing continuous improvement. For example, as well as the new mentoring system, a recent room transition policy has been introduced, which includes parents, for example, this system ensures that they meet the new key person, whom is supporting their child. This helps support children effectively when they move from room to room. The policies have been updated to ensure the appropriate use of mobile phones in the setting. Parent information has included updated information on the required progress check for two years, keeping parents informed well of changes and how these will be effectively implemented to support children's ongoing progress.

Recommendations raised from the last inspection now ensure that the meal time organisation has improved effectively, through introducing a self-serving system for the children where appropriate and safe. This encourages independence skills and keeps children active and effectively motivated. Technology has developed throughout the setting through the use of tape recorders that children can operate and use of toy phones and other equipment that requires working out to operate and that make sounds. Opportunities for children to freely access mark making is now very evident throughout the setting and children have many opportunities to use numbers, build, count and learn to recognise numerals through activities and free choice.

Parents are involved successfully in evaluation and from the questionnaires sampled, comments are consistent, with regard to their children developing well in their learning and confidence and in building positive relationships in the setting. Parents spoken to at the inspection speak highly of the nursery and how it operates to support their child's learning and care routines For example, one comment was related to how much their child has learnt about the world.

The setting has clear systems to support children's transitions to other settings and with parents agreement, information is shared between settings to support children. For example, information regarding their learning and development is shared to help aid children's progress effectively.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs
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		of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	319377
Local authority	Leeds
Inspection number	819112
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	40
Number of children on roll	88

Name of provider	Kindercare (Harrogate) Limited
Date of previous inspection	03/11/2008
Telephone number	0113 2558 925

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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