

Kinder Haven Ltd

14a Waterloo Road, PUDSEY, West Yorkshire, LS28 7PW

Inspection date

Previous inspection date

27/11/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- Staff are exceptionally knowledgeable about the Early Years Foundation Stage, they plan interesting, stimulating, motivating activities and experiences for all children. This results in all children making exceptional progress from their starting points.
- All children are treated as individuals, their interests form the basis of planning and their individual needs are met with precision. This means all children are valued and have high levels of self-esteem and confidence.
- Partnerships with parents are extremely strong and staff are committed to reaching all parents to provide consistency of care of learning and development between home and the setting. As a result parents feel valued and fully involved in their child's learning.
- A well-established and embedded key person system means all children have formed secure attachments with staff. Consequently, children feel safe and secure and settle well. The key person system is acknowledged by parents as a strength of the setting making parents feel confident leaving their children with caring and competent staff who meet each individual child's needs superbly.
- The management team are extremely approachable, they take all suggestions and feedback from children, staff and parents seriously. They immediately act on any suggestions posed to them and constantly strive to make the setting the best possible place for staff to work, children to be cared for and parents to leave their children.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children in all three base rooms.
- The inspector completed a joint observation with the manager of the setting.
- The inspector held meetings with the provider, the manager and two parents.
- A range of documents in each base room were inspected including observations, planning, tracking and daily diaries.
- The inspector checked evidence of staff suitability, staff and parent questionnaires, training certificates, policies, procedures and the setting's self-evaluation form.

Inspector

Laura Hoyland

Full Report

Information about the setting

Kinder Haven Ltd was registered in 2012 and is a privately owned managed setting. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a two storey building situated in Pudsey, West Yorkshire. The nursery serves the local area and is accessible to all children. There is a

fully enclosed area available for outdoor play.

The nursery employs 11 members of staff who work directly with children. Of these, seven hold appropriate early years qualifications at level 3 or above. One member of staff has Early Years Professional Status. The nursery opens Monday to Friday all year round, between 7.30am until 6.30pm. Children attend for a variety of sessions. There are currently 65 children on roll, of whom all are in the early years age range. The nursery provides funded early education for two, three and four-year-old children.

What the setting needs to do to improve further

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

- continue to develop links with schools to support children's transitions.

Inspection judgements

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

All staff have a thorough knowledge and understanding of the Early Years Foundation Stage. They confidently discuss the seven areas of learning and the characteristics of effective learning, showing their clear understanding of how children learn and develop. Planning systems have been finely tuned and ensure that all children's individual stages of development are planned for with precision. Each key person liaises closely with parents to depict children's initial stage in development and they plan next steps to ensure that children make rapid progress in relation to their starting points.

Staff are proud of their individual rooms, the activities and learning opportunities they provide for children. A well-deployed staff team means many activities are available for children simultaneously and they can choose where they want to play. For example, children enjoy pretending they are on a train journey while singing songs, while other children enjoy collecting leaves that have fallen in the garden while discussing their findings with staff. This promotes their communication and language development whilst at the same time capturing their imagination.

Staff are enthusiastic about supporting children using the 'Every Child A Talker' programme. All children are closely monitored to ensure they make exceptional progress with their communication and language skills in relation to the age and stage of development. Children's language acquisition is closely observed using daily opportunities for children to engage in song time and discussions. Staff caring for younger children

encourage them to babble and repeat single words praising the noises they make. Staff understand the importance of role modelling positive language and communicating constantly with children to encourage them to communicate both verbally and non-verbally.

Staff ensure there are plenty of innovative opportunities for children to explore the environment. Younger children have a wealth of treasure baskets to support their exploratory nature, while older children are closely observed to enable staff to create learning opportunities tailored to their interests. For example, a recent visit to investigate sea life creatures, prompted staff to fill the water tray with a variety of creatures found in the sea and discuss these with the children. This supports children to consolidate their learning through positive reinforcement by staff.

Resources are of consistently high quality throughout the rooms. Staff select resources based on children's age and stage of development. They are cleaned regularly and offer children a wealth of choice. Children are enthusiastic about the soft play room, which offers children challenges such as, climbing and balancing indoors. This means all children can access a wide range of apparatus for physical development regardless of weather conditions. Staff use resources in the community to extend children's learning. For example, children learn about their community as they visit an elderly people's home to deliver food hampers at harvest time and parents talk to staff about their cultural traditions, which staff then share with children. This means children develop a sense of belonging and learn about their immediate community.

Parents are recognised as children's primary educators. They are innovatively included in the setting through parent workshops and stay and play sessions when their children first attend. Not only does this support children to settle, it supports children's learning and development to be consistent between the home and the setting. Regular parents' evenings and an open door policy means that parents are always welcome to access their child's learning and development files and speak to their child's key person about their progress.

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

Staff fully understand their role as a key person. They work with parents to settle children, discussing their likes and dislikes in addition to children's starting points. This means staff are able to learn about individual children and their families and tailor their care around their routines at home. Staff have a strong bond with their key children who feel exceptionally safe and secure in their presence. For example, staff use verbal communication while bottle feeding children, making them feel relaxed and comfortable as they enjoy their morning feed. Older children show confidence in asking their key person for support when they need to use the bathroom. The positive relationships that have been created give children a secure base to learn and develop from.

Staff discuss children's routines daily with parents when they arrive at the setting. This means staff understand how to tailor care practices around each child's individual needs.

Parents praise the detailed information they receive at the end of the day regarding how much children have eaten and how long they have slept. This means consistency of care between home and the setting is seamless.

Staff consistently promote healthy eating and positive care practices with children. For example, they discuss the meals that are on offer, talk about the ingredients and different vegetables. Displays promoting healthy eating support children to make healthy choices. Children create pictures that are displayed close to where they enjoy their meals and are keen to discuss what the cook has provided for lunch. Children are proud to discuss the apples they are eating at snack time. Individual water bottles are accessible at all times to ensure children remain hydrated. Meals and snacks are healthy and nutritious. They are freshly prepared on site and all children's individual dietary needs and preferences are catered for.

Parents are highly complementary of how their children have settled and the way in which staff have supported their transitions. A clear transition procedure is in place and each child's key person supports them by attending settling-in sessions in the next room within the setting. This means children have a secure base to return to as they explore their new environment. Partnerships with local schools have been established and clear strategies are in place to develop and extend these further in order to continue to support children to experience a smooth transition to school.

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

The management team have established high aspirations for quality. They are exceptionally focussed on providing children with consistently high quality care and education. This is achieved because management value staff highly and give utmost priority to coaching, mentoring and supporting staff in order for them to understand how children learn. This means staff feel supported and morale is high. All staff are able to discuss their roles and responsibilities and their future aspirations to professionally develop. In addition, the management team fully support staff to acquire further qualifications and proudly display their certificates in the entrance area for parents to see.

The providers have an excellent understanding of their roles and responsibilities. They support the management team and staff to understand the ethos of the setting and the way in which an excellent service is to be delivered to children and parents. As a result all staff feel fully coached and mentored. A robust recruitment and induction procedure ensure new staff understand the high expectations that form part of their new role. In addition, all staff are expertly supported to deliver outstanding activities and learning opportunities to children. For example, managers work closely with all staff to review planning documents and monitor any emerging gaps in children's learning to ensure that all children make significant progress from their starting points.

A comprehensive safeguarding policy is shared with staff and parents. This outlines the responsibilities of staff, the signs and symptoms of abuse as well as contact numbers of

professionals should staff have a concern about a child's welfare. All staff have attended internal and external safeguarding training and are aware of the procedures to follow if they have a concern. This means any concerns are promptly dealt with.

Staff have created excellent partnerships with parents and other professionals. For example, they work closely with the local authority to provide early education funded places for two-year-olds and staff attend regular meetings with other providers to discuss best practice. This means there is a consistent attitude to providing exceptional quality care and education.

Self-evaluation is thorough and is completed by all staff in the setting. Staff are continually improving the service they provide and listen to the views of children, staff and parents. For example, new resources and further training courses for staff have been sourced to improve children's experiences. They have created parent workshops to share children's learning and development with parents. This shows a superb attitude to continuous improvement.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs 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	EY445784
Local authority	Leeds
Inspection number	802576
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	65
Number of children on roll	65
Name of provider	Kinder Haven Limited
Date of previous inspection	Not applicable
Telephone number	01132577737

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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.

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.

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