

# Kindercare

70 Cornwall Road, Harrogate, North Yorkshire, HG1 2NE

<b>Inspection date</b>	18/04/2013
Previous inspection date	26/01/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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

- Children are motivated and keen to learn because staff make the activities they provide interesting and fun. This means that children continually develop new skills and make good progress in their development.
- Good attention is given to supporting children's communication and language, through conversation, rhymes and stories. This means that they become very confident in their speaking and listening skills.
- Children have good opportunities to play outdoors. As a result, they benefit from lots of fresh air and physical exercise, which helps to promote their good health.
- Staff give good attention to working in partnership with parents and to involving them fully in the life of the nursery and their children's learning. This means parents know how their children will be spending their day and that they are safe and well cared for.

### It is not yet outstanding because

- There is scope to further develop the range of resources to support children's very imaginative play outdoors.
- Occasionally, the organisation of mealtimes prevents some very young children from engaging easily with staff and one another. This means that they do not always benefit fully from the social experience of this.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector had a tour of the premises and observed children playing in all the playrooms and the outdoor area.
- The inspector met with the manager and spoke with staff and children at appropriate times during the inspection.
- The inspector checked evidence of suitability and qualifications of staff working with children and discussed the provider's improvement plan.
- The inspector looked at a selection of children's learning records, planning documents, policies and children's records.
- The inspector took account of the views of parents and carers spoken to on the day.

## Inspector

Diane Turner

## Full Report

### Information about the setting

Kindercare, Cornwall Road was registered in 1998. The nursery is on the Early Years Register. It is privately owned and is part of the Kindercare group of nurseries, based in the north of England. The nursery is situated in converted premises on the outskirts of Harrogate in North Yorkshire. Children are cared for in four rooms arranged over two floors. There is no lift access to the upper floor. There are three, fully enclosed areas available for outdoor play.

The nursery employs 11 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3 and one has a level 5 qualification. The nursery opens Monday to Friday, all year round from 7.30am until 6.30pm. Children attend for a variety of sessions. There are currently 75 children attending. The nursery provides funded early education for three- and four-year-old children and supports a number of those, who speak English as an additional language. The nursery receives support from the local authority.

### What the setting needs to do to improve further

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

- enhance the educational programmes for expressive arts and design by; developing further the range of resources to support children's imaginative play in the outdoor area, for example, by providing more opportunities for them to use materials and props that support role play
- enhance the social experience of lunch time by organising the lay out of the tables and feeding chairs more effectively to enable all very young children to engage with staff and one another and support relationships.

### Inspection judgements

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

All staff have a good understanding of the different ways children like to learn. They tailor activities to their interests and make learning fun. This means that children are motivated and constantly learn new skills. Consequently, they make good progress towards the early learning goals and are well prepared for their transition to school. Staff know when to sit back and give children time to initiate their own ideas and when to join in to extend their learning. For instance, a group of young children become fully immersed as they pour

water between containers. A member of staff then joins them and helps them to learn about capacity by explaining how their container is full or empty. A group of older children play imaginatively and uninterrupted as they pretend their home-made tepee is a cave. They delight in acting out being dinosaurs as they hide inside this. This successfully enables them to express their own ideas. However, children do not have consistently rich opportunities to fully develop their imaginative play outdoors. For instance, a playhouse is provided, which has a pretend cooker, however, there are limited resources to support children in using this effectively. This means that they cannot act out real life situations, such as making meals, effectively.

Staff make very effective use of observation and assessment. They keep a detailed progress record for each child and parents contribute to these by adding what their children have learnt at home. This means that staff can plan precisely for the next steps in children's learning because they have a full picture of their development. Staff provide good information to help parents link activities at home to those in the nursery. For example, 'phonic sheets' are available to show how they can help children to learn letters and sounds. 'Stay and play' sessions are provided, so parents can join their children for messy play activities and observe how they learn through these. Staff provide valuable opportunities for children to develop their understanding of the world. For example, those from other cultures explain how events, such as Christmas, are celebrated in their country and teach children simple words in their language. Children have good opportunities to learn how things change over time. For instance, staff teach them about the lifecycle of a frog and enable them to plant and nurture bulbs and seeds. As a result, children know what plants need to help them grow and take their watering duties very seriously each day. Older children's mathematical development is supported particularly well through small group activities that are adult-led. For example, a member of staff lines up play people and supports children to count how many there are. She skilfully encourages them to differentiate between the different sized figures and to take turns to find big and small ones. She skilfully extends the activity for more able children by asking them to identify and find a medium sized one too.

Children's communication, language and literacy skills are supported very well. Staff listen with interest as babies babble when they observe bubbles being blown. They encourage toddlers to learn new words to develop their vocabulary and make connections. For example, as children explore the texture of shaving foam they emphasis words, such as 'soft'. They ask open-ended questions, such as 'what colour is the foam?' To develop children's thinking skills. The nursery is rich with print, both indoors and outside, to show children words have meaning. Staff actively encourage them make marks and develop their writing skills. For instance, chinks are provided outside, which children use to draw pictures inside a playhouse and on boards. One child asks a member of staff if she will lie on the ground, so they can draw round her. She happily obliges and the child carefully completes their task and is pleased with the outcome. Staff provide opportunities throughout the day for children to listen to stories and to join in with rhymes. Staff read with expression and uses different voices to capture children's attention. Consequently, children maintain their concentration and develop good speaking and listening skills. They join in with rhymes, such as 'Incy wincey spider' and 'Roly, poly' with gusto and older ones are confident to contribute to stories by predicting or discussing what is happening.

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

Children's transition into the nursery and between the rooms is managed very effectively. Parents are asked to provide written information about their children's routines, likes and dislikes before they start. This means that their key persons are fully informed about children's individual needs and how to meet these. In the two months prior to moving to their new room, children make regular visits, so they can become familiar with their new environment and carers. Consequently, children settle well and feel emotionally secure in the nursery, which means that they have a strong base for their learning and development. Staff actively encourage children to keep themselves safe. For example, they teach them to line up for a head count before going outside to make sure everyone is accounted for.

Staff give good attention to supporting all children to follow a healthy lifestyle. They actively promote good hand washing procedures by making sure that children have access to and use soap. They ensure that they have daily access to outdoor play, which means they benefit from lots of fresh air and have freedom to move about in open spaces. Children develop good physical skills as they use a wide range of play equipment. For instance, older children confidently walk along balance beams and successfully negotiate a pathway as they push tyres along. Toddlers confidently climb in and out of empty cardboard boxes and develop their climbing skills further as they use the steps to the slide. Children are offered nutritious meals, which successfully meet any special dietary needs they may have. Children grow their vegetables, which are used to make items, such as soup. This effectively helps them to learn about food sourcing. Children sit together to eat. However, the organisation of tables and feeding chairs in the baby room is not always effective in enabling all children to engage easily with staff and each other. This means that they do not always benefit fully from the social experience of mealtimes.

Children learn to behave well because they know what is expected of them and to ask for help when they need this. This results in a happy and harmonious atmosphere throughout the nursery. For instance, two children happily take turns and help each other as they use a computer. When the programme stops working, they try and sort this out for themselves, before asking a member of staff for help. Everyday routines are used effectively to help children learn good manners. For instance, older children are taught to put their knife and fork together on their plate, to show that they have finished eating. Children are encouraged to develop their independence and to become confident in doing things for themselves, which raises their self-esteem. For example, staff provide small jugs, so that children can successfully pour their own water at mealtimes. Staff acknowledge children's efforts as well as their achievements with meaningful praise. Significant achievements are celebrated. For instance, parents and staff record these on 'leaves', which are put on the 'Talking trees' for everyone to see. This conveys to children that their efforts are valued and appreciated.

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

Staff pay good attention to safeguarding children. Through attending training, they are fully aware of their responsibilities in terms of child protection issues and supervise children very effectively. For instance, a head count and separate register is maintained when children go out to play to ensure that they are all accounted for. Risks to children's safety are minimised effectively. Daily safety checks are carried out and the manager reviews all accident records to identify any areas of concern and to prevent re-occurrences. The recruitment and vetting of new staff is thorough, which means that informed decisions about their suitability are made. Highly effective systems are in place to monitor staff's performance and quality of teaching on an ongoing basis. For instance, the manager makes regular observation of their practice to assess how they interact with, and support, children's learning. Staff are effectively supported to address any areas of under-performance. They have monthly supervision sessions with the manager and annual appraisals are used to enable them to reflect on and plan for their ongoing professional development.

The manager and staff pay good attention to making regular evaluations of the service they provide. For example, whole staff meetings and separate room meetings are held each month. These focus on the day-to-day operation and planning of the educational programme. All staff contribute to the self-evaluation document, which clearly shows the nursery's strengths and areas for improvement. From this, realistic targets are drawn up to promote continuous improvement of a good standard. All recommendations raised at the previous inspection have been successfully addressed and since coming into post, the manager has implemented a good number of changes. These have greatly improved and enhanced the outcomes for children's well-being and learning. For instance, a separate sleep room is now provided, so children can rest in a quiet environment, rather than in the playrooms. Parents and children are fully included in the evaluation process, to ensure their views of the service are known and responded to. For instance, when children make soup, they are asked to record whether or not they like this using a 'smiley' or 'sad' face symbol.

Partnerships with parents are very good. They receive good information about the service and the Early Years Foundation Stage in various forms, including a prospectus, regular newsletters and a web site. Parents are invited to any special events that are taking place and to share their skills and interests with the children. This means that they are fully involved in the life of the nursery. Parents provide good feedback about the service they receive. For example, they describe staff as being very caring and approachable and that their children enjoy attending. Partnership working with other settings is good. For example, teachers from the local school regularly visit the nursery to get to know children and observe their learning before they move into their care. This supports their transition to their new setting very effectively.

## 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 action. 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

<b>Unique reference number</b>	400093
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	910431
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	60
<b>Number of children on roll</b>	75
<b>Name of provider</b>	Kindercare (Harrogate) Limited
<b>Date of previous inspection</b>	26/01/2010
<b>Telephone number</b>	01423 560 875

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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, which are usually the childminder's 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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