

Kindercare Ltd

Priesthorpe Road, Farsley, PUDSEY, West Yorkshire, LS28 5JR

Inspection date	26/09/2013
Previous inspection date	07/12/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 make strong progress in their learning because educational programmes are tailored to ensure they can follow their interests, and provide them with challenges that help them to attain the next steps in their development.
- Children who speak English as an additional language are supported well in their acquisition of communication and language skills, and the gaps are narrowing, because skilful practitioners work closely with parents to promote children's progress.
- Support for children during transition to school is enhanced because of the established relationships with the local schools. As a result, when children are ready to move on, they are familiar with routines, are confident and self-assured.
- Robust monitoring of the provision involving all users of the nursery ensures clear action plans are implemented, based upon accurate assessments of the nursery's strengths and weaknesses.

It is not yet outstanding because

- On occasions, opportunities to question children and prompt their critical thinking skills are missed. As a result, their knowledge and ideas are not, always, explored in as much detail as they could be.
- Records of children's progress do not include concise information for parents about the expected milestones. This means parents do not always have a clear picture of how well children are performing against the milestones set for them.

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 observed children's activities in the main playrooms and the outdoor environment.
- The inspector talked to the manager, staff, key persons and children throughout the inspection.
- The inspector looked at various documents, including a sample of policies and procedures, children's records, planning and assessments and evidence of the suitability of staff.
- The inspector took account of the views of a parent spoken to on the day of the inspection.

Inspector

Nicola Dickinson

Full Report

Information about the setting

Kindercare Ltd was registered in 2006, and is on the Early Years Register. It is situated in a purpose built premises in the Farsley area of Leeds, and is managed by Kindercare Limited. The nursery serves the local area and is accessible to all children. It operates from three rooms and there is an enclosed area available for outdoor play.

The nursery employs 17 members of childcare staff, of these; 16 hold appropriate early years qualifications at level 2 and above.

The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 55 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language.

What the setting needs to do to improve further

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

- work with new and less confident members of staff to develop their skills, so that they recognise opportunities to use open-ended questioning, to help children explore their ideas in more detail and share their knowledge
- enhance the already detailed tracking of children's progress, to include information about the expected milestones, so that it is clear to parents how much progress children are making in relation to the milestones set for them.

Inspection judgements

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

Practitioners in the nursery have a detailed knowledge of the Early Years Foundation Stage. They obtain information about children's interests, next steps and their starting points from their parents. This is regularly updated through discussions with parents and the use of 'Wow moments', where both children and parents can share news from home. This sharing of information means practitioners can plan educational programmes that are tailored to target the needs of each child and focus on the skills they have already acquired. As a result, children are presented with adult-led activities that challenge their

thinking, such as, nature walks and trips to places of interest. Parents are invited to join the nursery during trips, where they can share their children's learning. This helps them to understand how high quality teaching supports their children to make strong progress towards the early learning goals. 'Marvin the monkey' supports children in making connections between the nursery and home. In group discussion the children share details of his recent trip to Australia. This promotes their developing knowledge of the wider world. On occasions, during free play and meal times, opportunities for children to share their interests and ideas are overlooked. This means, sometimes they are not fully supported in exploring their knowledge and ideas in as much detail as they could be.

The nursery is welcoming and lively, with a good range of well-planned, stimulating activities. For example, babies enjoy sensory play with a variety of different media, such as, cornflakes and shaving foam. Children's acquisition of communication and language skills is supported through lively stories, group discussions and song and rhyme sessions. Children who speak English as an additional language receive very good levels of support. Displays and labels around the nursery support their understanding of written words and practitioners skilfully use props to promote their understanding of spoken language. The nursery works closely with the other nurseries in the Kindercare Group, to plan educational programmes that prepare children for moving on to school. They also work with the local schools to share information about children's skills and abilities. This means the nursery knows where the gaps are in children's learning when they start school. As a result, adult-led activities for pre-school children are structured to focus on the specific areas of learning, such as, early reading and writing skills. For example, children develop early letter recognition when they write their names and identify letters from the alphabet.

Key persons have a thorough understanding of where each child is in their development. This ensures children are provided with focused and developmentally appropriate educational programmes that offer them challenge and enhance their learning experiences, because they reflect their preferences for learning. For example, they learn about different types of transport and its uses. The nursery produces a monthly newsletter to share information with parents, so they know which areas of learning children are focusing on. Parents are very positive about the learning experiences provided by the nursery. They comment that, 'Facilities are very good', and 'Activities are exciting'.

Detailed observations and assessments provide a comprehensive record of children's progress. Learning records are available for parents to view and regular discussions with key persons keep them informed about how their child is progressing towards the early learning goals. Parents feel they are kept well informed about their children's progress through daily discussions and annual parent evenings. However, although learning records are detailed, they do not include information for parents about the expected milestones for children. This means that, although parents know their children are making progress, they cannot ascertain how they are performing against the expected milestones for their age. Parents comment that this would be useful in helping them to assess their children's progress. The nursery has robust partnerships in place with the local primary schools. Teachers visit children in the nursery and this ensures they receive high levels of support and are well prepared when the time comes for them to move on. 'Transitional reports' ensure information shared about children's learning is accurate and precise. The required

progress checks at age two have been completed and shared with all relevant partners.

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

Children in the nursery show they are happy and settled. They are self-assured around visitors and enjoy sharing their learning experiences. They chat about their friends and the activities they enjoy. Children's safety is given high priority without restricting their independent exploration because practitioners are vigilant, ensuring children are supervised well and kept safe. Children are encouraged to risk assess for themselves and are developing a good understanding of how to keep themselves safe. For example, they learn to balance on the obstacle course safely and take into account other children's space when using ride-on toys.

Children attend short settling-in sessions with their parents and this helps to smooth transition, providing some continuity in children's care. A robust key person system ensures children develop secure attachments early in their care and receive consistently high levels of support. The support children receive to prepare them for transition into school is very good. Their daily routines, such as, group time and serving themselves during mealtimes, reflect those they will experience in school. Early Years Foundation Stage teachers from the local schools visit them in the nursery and this means they have a familiar adult when the time comes for them to move on. As a result, children from the nursery are well prepared for their move to school.

Children enjoy a wide variety of healthy snacks and benefit from a wide range of home-cooked nutritious meals. Menus are shared with parents and they comment that they are very happy with the standard of the meals provided. Even the youngest children are taught to be independent in feeding and dressing themselves. This means they are skilled in meeting their own self-care needs when they move on to the local school. The outdoor environment is used well to support children's physical development and overall well-being. Children enjoy outdoor play in all weathers, playing in the sandpits, developing their physical skills with balls, and exploring bubbles in water. Children sleep when they need to in quiet areas furnished with soft cushions and fleece blankets.

Children are learning to tolerate each other's differences and consider each other's needs. Through everyday routines, free play and group activities, children are learning to negotiate, share and listen to each other. This is demonstrated through the strong relationships they are developing both with staff and each other. Children who attend the nursery come from a varied cultural community. They develop their understanding of equality and diversity through every day discussions, stories and activities, such as role play. This is helping to prepare them for the larger social environment they will experience in school.

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

Practitioners in the nursery have a detailed knowledge of safeguarding issues and children's safety is given high priority. Practitioners demonstrate they understand their responsibilities for ensuring children are kept safe at all times and clear whistle-blowing procedures are in place. Robust recruitment procedures make certain that practitioners are suitable to work with children. Staff rotas and a register of the children's attendance, including when they arrive and leave, document that appropriate ratios are in place at all times. The managers are aware of their responsibility for reporting incidents and records of any complaints are kept. Daily checks ensure the environment is safe and suitable for children. Accident and incidents are monitored to highlight any areas or practices that might need improvement. Detailed risk assessments are in place and reviewed regularly. Four practitioners hold a current first aid certificate, which means that they can give appropriate treatment if there is an accident to a child in the nursery's care.

The management team have a comprehensive knowledge of the learning and development requirements. They work closely with the other nurseries in the Kindercare Limited group to ensure educational programmes target the needs of all children. Implementation of planned learning is evaluated and practitioners monitor children's experiences to ensure they offer them challenge. This helps them to continue to make swift progress across all areas of learning and development. Through regular staff appraisals, ongoing evaluation of staff performance is accurate. This means training programmes are targeted to tackle any underperformance.

Through team meetings, development plans are devised that show a record of areas identified for improvement. Action is taken to address any weakness, such as developing ways in which all parents can contribute to their children's learning. To ensure high standards are maintained, all users of the nursery are invited to evaluate the provision and their views taken into account. For example, during mealtimes, older children are supported in using a knife and fork properly. The manager shares the nursery's policies and procedures with parents so they are clear about the service the nursery provides.

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

Unique reference number	EY345022
Local authority	Leeds
Inspection number	915387
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	50
Number of children on roll	55
Name of provider	Kindercare (Harrogate) Limited
Date of previous inspection	07/12/2010
Telephone number	0113 236 0862

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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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