

Kinder Haven Ltd

Wakefield Road, Bradford, BD4 7AF

Inspection date	29/10/2013
Previous inspection date	02/12/2008

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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		1
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

- Very strong partnerships with parents means that detailed information is shared with them about their children's learning and as a result, they are very well supported in promoting their children's learning at home.
- An excellent key person system supports the development of strong relationships at all levels. As a result, children receive very high levels of care and they are exceptionally well supported during periods of change.
- The nursery is proactive in developing robust partnerships with other professionals. This means that the most vulnerable children, receive timely intervention and very high levels of support.
- All practitioners have an excellent understanding of their responsibilities for safeguarding children. As a result, children's safety and well-being is given utmost priority at all times.

It is not yet outstanding because

- On occasions, practitioners miss opportunities to use open-ended questioning to extend children's thinking and help them to make connections in their learning.
- Delivery of planned learning is not, always, closely scrutinised and as a result, there are instances where minor weaknesses in teaching practice are not identified.

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 activities in the main playrooms and the outside learning environment.
- The inspector held meetings with the manager and provider of the provision.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children and the provider's improvement plan.
- The inspector took account of the views of parents spoken to on the day and from information included in the nursery's own evaluations.

Inspector

Nicola Dickinson

Full Report

Information about the setting

Kinder Haven was registered in 2008 on the Early Years Register. It is situated in a converted building close to Bradford city centre and is one of five owned by the same provider. The nursery serves the local area and is accessible to all children. It operates from six rooms and there is an enclosed area available for outdoor play.

The nursery employs 18 members of childcare staff. All practitioners 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 6.30pm. Children attend for a variety of sessions. There are currently 97 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 and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- extend the use of open-ended questioning to help children fully explore their ideas and knowledge and share their learning experiences in more detail

- build on the already good systems in place for monitoring the implementation of planned learning to ensure all practitioners are using their skills to maximise learning opportunities, thus, making certain children are supported in making the very best possible progress across all areas of learning.

Inspection judgements

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

Kinder Haven is a welcoming, vibrant and lively nursery. Practitioners have a comprehensive knowledge of the Early Years Foundation Stage and this means that they can provide children with a wide range of stimulating activities that capture their interest and motivate their learning. For example, practitioners use spontaneous opportunities, such as stormy weather, to engage children in exploring water in the outdoor area. Children learn to think critically and solve problems, for example, as they think about how they can use the water pump to get water into the hose. Imaginative practitioners help

children to investigate a wide range of everyday items, such as pans and kitchen utensils, using them to develop beats and rhythms. There are instances where practitioners miss opportunities to extend children's thinking and make connections in their learning as they take an interest in a toy fire engine but the practitioner overlooks their cues. As a result, she does not take the opportunity to help make them make the connection between the fire engine and their investigations of the hose and pump during their outdoor play.

The nursery works closely with the other nurseries in the Kinder Haven group, to plan educational programmes that prepare children for moving on to school. As a result, children in the pre-school rooms enjoy a rich variety of adult-led educational programmes that focus on the specific areas of learning, for example, developing early reading skills and understanding technology. Children's communication and language skills are promoted by practitioners through lively story times, everyday discussions and song and rhyme sessions. They skilfully use props, physical gestures and sign language to support children's developing understanding of English. The nursery works in partnership with speech and language therapists to support language development with children, who have difficulty communicating through spoken language. As a result, children, who enter the nursery below the expected targets for their age are making good progress and the gaps for those children are narrowing.

The nursery works extremely hard to promote partnerships with parents and practitioners work closely with them to find out about children's interests, next steps and their starting points. Through regular discussions, parents' evenings and the use of 'interest forms', information about children's learning is continually updated. Parents are also encouraged to complete observations from home to share their children's achievements. By sharing information in this way, practitioners can plan educational programmes that are tailored to target the needs of each child and focus on the skills they have already acquired. Parents' comment that practitioners are aware of their expectations for their children and they strive to meet them. They are invited to come into the nursery and work with their children during 'parent interaction' sessions. This means that they can experience their children's learning environment and enjoy activities, for instance, baking bread and messy play. This helps them to understand how high quality teaching supports their children to make strong progress towards the early learning goals. Through monthly newsletters, parents are kept informed about topics their children are investigating, such as the changing seasons and activities are shared with them to help them support their children's learning at home.

Children's learning records are designed to ensure parents are easily able to track their progress. They are accessible for parents to view and regular discussions with key persons keep them informed about how their child is meeting the expected milestones for their age. Parents feel they are kept very well informed about their children's progress through daily discussions and regular parents' evenings. Key persons have a very good 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, babies and toddlers enjoy a variety of sensory experiences using natural materials chosen from 'treasure baskets'. Parents access activity bags that help them to promote their children's learning at home and they are encouraged

to evaluate their usefulness. Practitioners encourage all parents to use them and by doing so, they are helping parents to support their children's learning in a fun way. This promotes the connections children make between their learning in the nursery and their learning at home.

The nursery has strong partnerships in place with other professionals and the local primary schools. Comprehensive tracking and assessments of children's progress ensure information shared about children's learning is correct and precise. The required progress checks at age two years have been completed and shared with all relevant partners, thus, ensuring children, who might need early intervention are quickly identified. This ensures systems put in place to support them are timely and effective.

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

Children's safety and protection is given the highest priority without limiting their independent investigations because practitioners are attentive at all times, ensuring children are well supervised and kept safe. Children are encouraged to risk assess for themselves and consider the needs of others. For example, they learn how to negotiate large soft play equipment safely. They are taught to use small tools carefully and they develop spatial awareness while enjoying outdoor play. Outside agencies, such as local police community support officers, visit the nursery to support children's understanding of their community and how to keep themselves safe. They teach them the importance of wearing a seatbelt in the car and as a result, children are developing an excellent understanding of how to keep themselves and others safe. The nursery works closely with parents to reinforce boundaries for children, who demonstrate unwanted behaviour and this means that children receive clear and consistent messages. Children are developing a thorough understanding of right and wrong and as a result, behaviour in the nursery is excellent.

The high levels of care children experience from affectionate and loving practitioners is highlighted by parents as an outstanding feature of the nursery provision. Parents' comment that the nursery 'has a strong family feel to it'. When children enter the nursery, the short settling-in sessions they enjoy with their parents, help the smooth transition, providing continuity in their care. Parents are reassured during children's initial visits, when they attend the nursery for the first time without them, because they are welcome to stay in the nursery and observe them on the closed circuit television system. An outstanding key person system is implemented by practitioners, who have an exemplary understanding of how strong relationships promote children's well-being. This ensures children develop robust, secure attachments early in their care and always receive high levels of support at all times. Children in the nursery exhibit confidence and self-assurance and they are keen to invite visitors to join in with their learning experiences. The support children receive to get them ready for transition into school is exceptional. Nursery routines, such as setting tables and serving themselves at mealtimes, familiarise them with the routines they will experience in school. The Early Years Foundation Stage teachers from a number of schools visit the nursery to meet them. As a result, children from the nursery are well prepared for the changes because they have support from familiar adults when the time comes for them to move on.

Children enjoy outdoor play and learning in all weathers. This means that they develop physical skills, while learning how exercise supports their overall health and well-being. They explore growth and change by gardening and investigating how the natural world changes with the seasons. Children attend the nursery from a diverse cultural community and they develop their understanding of equality and diversity through a wide range of activities, including role play and activities they enjoy in the community, such as charity events. Through highly effective teaching, children begin to understand the needs of others and this is helping to prepare them for the larger social environment of school. Children are learning to embrace each other's differences and this is demonstrated through the very strong peer relationships they have both with adults and each other.

Children enjoy a superb range of healthy meals and snacks prepared by the nursery cook. Alternative options, such as vegetarian meals are offered and this helps children to make choices about the food they eat. Discussions at mealtimes, help children to understand how making healthy choices promotes their overall health and well-being. Children learn about personal hygiene through everyday routines and as a result, they are independent in attending to their own self-care needs when they move onto school.

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

Rigorous recruitment and induction procedures are in place to ensure practitioners are suitable to work with children. There are clear lines of accountability and practitioners are vigilant. They demonstrate a thorough understanding of their responsibilities for ensuring children are kept safe at all times. They have an exemplary understanding of child protection issues and children's safety is given utmost priority. All practitioners have attended safeguarding training and senior practitioners have completed advanced safeguarding training, to develop their knowledge of how to keep children safe. Detailed risk assessments are in place to ensure children are kept safe both on the premises and during trips. There are 11 members of staff, who hold a current first aid certificate, which means that they can give suitable treatment if there is an accident to a child. Security is stringent. Parents enter the nursery and the room their child attends using a personal key fob and staff within the nursery move from one area to another using scanners. Security measures are strictly adhered to. Safety is highlighted by parents as one of the outstanding features of the nursery. Detailed records of visitors are maintained. A register of the children's attendance, including when they arrive and leave, is in place.

The management team is exceptionally motivated to drive improvement and continually raise the already high standards of the nursery provision. They are keen to share outstanding practice with other providers and have worked extremely hard to promote the provision of places for children, who are eligible for two-year-old funding. They have also prioritised the building of partnerships with the local schools. As a result, teachers from the local schools visit the nursery to meet children prior to them starting school and this helps to support children when the time comes for them to move on. Overall, a robust monitoring process facilitates an accurate assessment of strengths and weaknesses. This means that swift and effective action is taken to address any areas identified for

improvement. For example, the nursery has worked very hard to improve the opportunities for children to enjoy outdoor play. To ensure high standards are maintained, all users of the nursery and practitioners, are actively involved in evaluating the provision. The management team seeks parents' views by finding out about their preferred method of communication, such as emails and text messaging, thus, promoting a two-way flow of information. The manager supports parents' understanding of the nursery's practice by providing copies of the policies and procedures and they demonstrate a thorough knowledge of the service provided.

The management team has a thorough understanding of the learning and development requirements. Ongoing mentoring of staff ensures most weaknesses in teaching are identified. As a result, training programmes are targeted to tackle any underperformance and improve the abilities of practitioners, who are already skilled. Performance management systems ensure planned educational programmes are closely monitored to make certain they offer children challenge and promote their continuing progress. The management team do not always scrutinise the implementation of planned learning. This means that on occasions, minor weaknesses in teaching are not identified and as result, learning opportunities for children are not always optimised to promote the very best possible progress.

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	EY372533
Local authority	Bradford
Inspection number	917620
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	96
Number of children on roll	97
Name of provider	Kinder Haven Limited
Date of previous inspection	02/12/2008
Telephone number	01274 305 528

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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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