

Kinder Haven Ltd

69 Halifax Road, BRADFORD, West Yorkshire, BD6 2JY

Inspection date

Previous inspection date

18/03/2014

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

- There are exceptional monitoring processes implemented by the management team within the provision. This results in the staff giving excellent support to children's safety, well-being and learning.
- The highly effective focus on staff's use of questioning within the provision to support children's developing ideas is consistently high throughout the provision.
- Sharply focused use of assessments to support children's next steps in learning are highly successful in supporting children's school readiness.
- Parents are included well in how children progress within the provision. This shared approach between staff and parents supports children's achievements exceptionally well.
- Children develop extremely positive relationships with the staff and other children. This is because the staff attend to their individual needs highly effectively, by including them all and cheerfully praising their achievements.

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 checked evidence of suitability and qualifications of staff working with the children.
- The inspector sampled a range of documentation including evaluation documents, children's records of learning and policies and procedures.
- The inspector visited all the play areas indoors and outdoors and spoke to several staff about the learning intentions of activities observed at the inspection.
- The inspector spoke to parents and children present.

Inspector

Melissa Patel

Full report

Information about the setting

Kinder Haven Ltd was registered in 2013 on the Early Years Register. It is situated in a purpose-built nursery in the Woodside area of Bradford, West Yorkshire, and is managed by a limited company who manage a chain of nurseries. The nursery serves the local area and operates from four playrooms on the ground floor and a sensory playroom on the first floor. There are two enclosed areas available for outdoor play.

The nursery employs 19 members of staff including the management. Of these, six hold a childcare qualification at level 3, two hold level 4, one holds level 5 and three hold level 2. In addition, two members of staff hold Early Years Professional Status.

The nursery opens Monday to Friday all year round, except for a week throughout the Christmas period and on Bank Holidays. The opening times are from 7.30am until 6pm from Monday to Friday. Children attend for a variety of sessions. There are currently 110 children on roll in the early years age range. The nursery provides funded early education for two-, three- and four-year-olds. It supports 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:

- enhance children's understanding of the world even further in the two- to three-year-old playroom, for example, by adding even more variety of equipment to support children's developing knowledge of technology.

Inspection judgements

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

The staff have a high level of understanding of the children's and babies' individual learning needs across the seven areas. This coupled with the excellent focus on helping children develop their communication and language skills results in all ability groups receiving very effective support to help them progress towards the early learning goals. The children are developing exceptionally well within the typical range of development expected for their age, their starting points and time spent at the provision. This includes children with starting points that are slightly lower than expected when starting at the provision. The quality of teaching is consistently of a high standard throughout all rooms in the nursery. This results in all children and babies receiving a broad and stimulating range of activities across the educational programmes. Staff talk to children all the time and they use questioning very consistently. For example, they ask purposeful and open-ended questions and often re-visit the question to support children's knowledge and

developing ideas. This contributes extremely well in supporting children's rapidly developing language and thinking skills and helps them recall events, such as how they carried out a baking activity. Staff are highly skilful in motivating children's and babies' interest and presenting challenges to their learning. For example, a very well-planned creative activity supports children's individual interest in cars and the tracks that they make. Staff add to the learning experience by encouraging the children to be creative using a variety of tools to make patterns and tracks in paint. Staff are also skilful at teaching children to recognise colours and shapes during the process.

Very young babies learn to be creative and are learning about the world very well through using their senses. For example, they explore different materials and tools, such as glue spreaders. Excellent staff input and the use of props encourage babies to be independent and enjoy the experience. Staff are very skilful at engaging babies by cheerfully getting down to their level, talking and communicating with gestures, simple words and eye contact. This includes involving older and more able babies in a fun activity which involves being physically active and using their imagination and sensory skills as staff encourage them to hide under material. Literacy skills are supported highly effectively within the nursery. For example, staff's high expectations of themselves and children's achievements result in older and more able children making excellent progress in learning that print has meaning. One example is through a large group story time. Superb input from the staff keeps all the children interested in the happenings within the story, and results in children pointing at pictures and words, and their interest in books is strongly fostered. The enthusiasm and skill of the staff make this activity a rich learning experience. Mathematics is implemented consistently and very well throughout the nursery. The children learn to count and use number in rhymes. They are physically active as they practise counting and throwing objects into number circles and in sequence outdoors. Staff teach children to recognise numbers through the process. The staff are highly skilful in using opportunities to teach children about shapes. This is demonstrated as the children explore the sensory colour blocks. Staff in the baby rooms often use mathematical language as they are playful with the babies through activities and singing songs and rhymes.

Overall, children have very good opportunities to develop their understanding of the world through technology. For example, older children can use the voice recorders and appropriate computer tablet resources. Younger children and babies have lots of opportunities to use resources that require their thinking skills to work out how to operate equipment, such as a rocket toy and resources that connect together. The children can share resources throughout the nursery if appropriate. However, there is scope to introduce even more resources related to technology within the two-year-old age grouping so staff and children can spontaneously use them to develop children's understanding of the world even further. Planning across all rooms within the provision is informed by precise and sharply targeted use of assessments and trackers of the children. This results in excellent input to support children's next stages in learning and their school readiness, including those with special educational needs and/or disabilities. Staff make excellent use of the progress check at age two, to ensure children receive very good input to support the prime areas of learning and include parental contributions. Parents are involved highly effectively in their children's learning through discussion and the regular sharing of the children's records of learning. The sharing of information and involving parents in activity sessions at the provision are highly effective in supporting children's learning at home and

in the provision. For example, information to parents includes important topics, such as weaning, toilet training and supporting communication and language skills.

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

Children's and babies' emotional well-being is supported extremely well. This is because each child has a staff member assigned to them as their key person, and they have a clear and highly effective understanding of the individual needs of the children so that they can give them excellent ongoing support. This also includes being proactive in gathering and sharing information with the parents to support children's individualised routines, such as feeding patterns. Staff give excellent support to children's well-being by encouraging children's and babies' independence skills through daily events, such as at mealtimes and while exploring creative resources. Staff are highly sensitive to the importance of helping children and babies feel settled within the provision on a daily basis. For example, they respond promptly to their needs, such as sleeping needs and the changing of nappies. Staff are very good at supporting children's self-esteem. For example, they use praise regularly as children achieve tasks, such as when young babies make their marks on paper with glue and when older and more able children name colours and answer questions. This fantastic support they receive results in them forming excellent attachments to the staff and teaches them to interact positively with other children and babies, such as when sharing toys.

Staff are very proactive in teaching children to respect one another throughout the day and if any minor incident occurs. This demonstrates that the staff manage children's behaviour extremely well. Consequently, because the children are supported extremely well within the provision, they respond well and behave positively. Transitions are managed highly successfully within the provision to support children. For example, the staff implement a settling-in policy, which is very effective in helping babies and children integrate into the provision and to support parents through the process. Key persons carefully plan visits to other rooms to ensure children's transitions are introduced comfortably to support children's well-being. Staff ensure parents are involved in the process through discussion and the sharing of the policies, to enable all parties to support the children extremely effectively at this time.

The environment is organised extremely well. It is stimulating and very well resourced indoors and outdoors. Children develop an excellent understanding of the importance of living a healthy lifestyle through receiving a very good balance of indoor and outdoor activities, and children enjoy playing out in all weathers. In addition, these activities promote exercise and present excellent challenges. For example, outdoors they explore construction and planting activities. Very good interaction from the staff ensures that they explore different climbing resources and learn about size and space as they dig in the sand. Children freely access drinks and eat a good balanced diet that incorporates all the important food groups and supports children's individual needs. This supports children's dietary cultural and religious backgrounds very well. The standard of hygiene and quality of the environment are maintained to an excellent standard and the provision inside and outdoors is risk assessed to a high standard. This ensures that the children can explore the environment safely. In addition, children's safety and security is strongly supported

through excellent processes that ensure no unwanted visitors can enter the premises. This includes involving the parents successfully with carrying through this procedure. Children learn about keeping themselves safe through skilful interaction from staff to explain, for example, how to move around the environment safely and why it is important.

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

The management team implement and overview the safeguarding and welfare requirements exceptionally well. For example, they monitor closely how children are protected within the provision. This includes ensuring that all staff take part in safeguarding training and through detailed induction procedures. In addition, safeguarding is a standard agenda item for staff discussions at supervision sessions. This shows the very strong priority given to ensure that staff have the skills and knowledge to protect children and keep them safe from harm. The employment procedures are implemented extremely well, to make sure that the staff are effectively background checked and therefore suitable to work with the children. Supervisions and appraisals are carried out for all staff to ensure that they are fully aware of their roles and responsibilities, and to help them progress with their practice and therefore support children purposefully in everyday routines and activities. The induction procedures are thorough and very successful in providing staff with the information to support them in their work with the children. This is demonstrated by the staff's excellent knowledge of their roles, to support children's all-round development. All staff do core training, which covers a wide remit to support children's safety and learning, and staff training needs are regularly reviewed. This helps them develop their knowledge and practice, and therefore support children exceptionally well. Staff qualifications have a positive impact on how children learn and how they are kept safe, because staff use their underpinning knowledge and skills gained to help them teach children a wide range of skills to support their safety, well-being and learning. Partnership working with parents is excellent and, as a consequence, children's individual needs are met extremely well. Parents are superbly informed about the nursery before and during their child's placement through detailed information sources and involving parents highly successfully in how the provision operates through the use of the successful parents' room.

The management team monitor and implement the learning and development requirements highly effectively. This includes regular, sharply focussed assessments of how the staff support children with their learning progress, in order to give them further guidance on how to help children make the best progress that they can. Monitoring also includes evaluating how the observations of children are implemented across the nursery. The results of this monitoring ensure staff improve and maintain excellent consistency in implementing the educational programmes to support the children's individuality. The management team have high expectations of themselves and their staff. These high aspirations are successful in ensuring improvements are made. This is the first inspection for this provision. However, because the management team are responsible for a chain of nurseries they are highly skilled. They have used their knowledge to build on past recommendations to improve and develop this provision highly successfully. For example, the quality of questioning to support children's all-round learning is extremely good and

staff consistently support children's next stages in learning. The excellent use of evaluation, taking account of management and staff reflection, has successfully ensured that even though the provision has been registered for a short time it is operating to a very high standard. This all impacts on children's safety, emotional security and learning extremely well. Parents' views are voiced by including them in evaluation through questionnaires and by being proactive in inviting them to share activities and learning experiences for their child within the provision. Parents spoken to at the inspection comment very positively regarding how the provision helps their children develop. Comments also include how approachable the staff are. Children have a clear voice in this provision by receiving very good support to communicate freely and develop independence skills, and by making choices about what they wish to do. This supports their well-being and learning highly effectively.

The staff form excellent relationships with other early years professionals and provisions where children also attend, such as the local schools and children's centre. For example, they share appropriate information to support children's care and learning. The staff also work very closely with the local authority, through sharing relevant strategies to support children. All of this ensures that children receive continuity of support in their all-round development. Staff have a very strong knowledge of the importance of working with other agencies when required.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY467640
Local authority	Bradford
Inspection number	936086
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	78
Number of children on roll	110
Name of provider	Kinder Haven Limited
Date of previous inspection	not applicable
Telephone number	01274 693905

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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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