

Kinder Haven

357 Sticker Lane, Bradford, West Yorkshire, BD4 8RJ

Inspection date	10/11/2014
Previous inspection date	02/12/2008

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	2
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

- Managers monitor children's records highly effectively and ensure these sharply focus on planning for children's next steps, to successfully support their progress in preparation for school.
- The very strong focus on supporting children and babies in acquiring communication and language skills ensures that they receive excellent support to progress in their learning, taking into account their starting points.
- Staff have a very strong knowledge of their safeguarding responsibilities and of child protection procedures. They provide children with excellent supervision and promote a safe environment by implementing effective risk assessments to minimise hazards.
- The provision forms highly successful working relationships with parents and other early years professionals. This results in children and babies receiving a high level of support with their care routines and learning.
- Children's emotional well-being is fostered extremely well through very warm, positive interaction from staff. As a result, children settle exceptionally well within the nursery and as they move on.
- Staff's highly consistent and positive response to children ensures that they thrive within the nursery, and also results in them exhibiting very good behaviour.

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.

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 toured the premises and observed play activities indoors and outdoors.
- The inspector spoke to the children and staff at appropriate times throughout the inspection.
- The inspector carried out two joint observations with the manager.
The inspector sampled a range of documents, including evidence of the suitability checks for the staff, the children's records of learning, tracking documents, and policies and procedures.
- The inspector discussed self-evaluation and considered the views of parents.

Inspector

Melissa Patel

Full report

Information about the setting

Kinder Haven Ltd was registered in 2002 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is situated in purpose-built premises in the Sticker Lane area of Bradford, West Yorkshire. It is managed by a limited company who manage a chain of nurseries. The nursery serves the local area and is accessible to all children. It operates from five playrooms and there is an enclosed area available for outdoor play. The nursery employs 25 members of childcare staff including the managers. Of these, two staff hold Early Years Professional status, 11 members of staff hold an early years qualification at level 3, two at level 5 and two at level 2. 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 133 children attending, 110 of whom 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:

- build further on the already excellent opportunities for children to develop their independence by, for example, encouraging more able children in the two-to-three age range to clear away their plates at lunchtime.

Inspection judgements

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

There is a very strong focus on supporting children's developing communication and language skills across the nursery. This results in all-ability groups receiving excellent support to help them progress towards the early learning goals. The children are developing very well within the typical range of development expected for their age, considering their starting points and time spent at the provision, with any gaps in their learning closing rapidly. The quality of teaching is consistent and to a very high standard throughout all rooms in the nursery. Consequently, children are very well prepared for school or their next stage in learning. All children and babies receive a very broad and challenging range of activities across the educational programmes. Staff communicate with the children all the times, which contributes highly successfully in supporting children's rapidly developing language skills. For example, a highly motivating group story time ensures all children can express themselves to their fullest potential, through inspirational support from staff that enthuse and engage children as they communicate their thoughts about the story. Children who speak English as an additional language receive very good support from the staff. This is because the staff learn key words in the children's home language to support their communication skills, alongside supporting their

learning of English as they play.

Staff are highly skilful in inciting children's and babies' interest. For example, older and more able babies are fully motivated, smiling, animated and physically active as they enjoy exploring the textures of hay and toy animals. Staff enthusiastically get down to their level and encourage the babies to explore and communicate through using gestures and simple words. The excellent teamwork and use of props to encourage babies in exploring the textures is highly inclusive to all babies present. They are developing a multitude of skills relating to the world in which they live. This type of input from staff is seen throughout the nursery and it is inspirational. Staff cleverly introduce number language. This is planned to support the babies' individual interests and their individual developmental stage. In addition, their early mathematical learning is supported very well. Older and more able children also develop their mathematical skills extremely well. For example, a very well planned clay activity ensures children have excellent opportunities to learn about shape. Staff teach children to recognise the circle shapes as they create their own shapes. They help the children compare their structure to the shape of the world, by referring to a picture which is close at hand. Staff teach children to differentiate the different sizes of their individual structures, using mathematical language, such as biggest and smallest. The children's developing thinking skills are also given high importance. This is because the staff are very good at listening to what the children have to say. This, coupled with the highly skilful use of open-ended questions, encourages the children to think clearly and develop their ideas.

Babies develop their creativity whilst developing early literacy skills extremely well. For example, older babies create beautiful pictures to associate to a story that they enjoy. They use different tools to make marks, and they use a variety of different textures and materials to express their understanding of the events in the story. More able children make marks and they are rapidly becoming competent at writing their own name. This is because staff make the best of opportunities to encourage children to develop their skills at the right time. Planning is informed by very precise and sharply targeted use of assessments and tracking. This results in excellent input to support children's next stages in learning and prepares them for school very well. This includes those who speak English as an additional language. Parents are involved highly effectively in their children's learning through discussion, and through the regular sharing of the children's records of learning. Parents and staff can add to these records at any time. Staff make excellent use of the progress check completed for children aged between two and three years. This is shared with parents and is used as a guide to help the staff plan for the children's future learning and to identify any need for interventions at any early stage. This highly successful strategy of sharing information enables the staff and parents to work together consistently to help children progress their all-round development. In addition, the staff share education packs with the parents. This supports children's individualised learning at home and in the nursery very well. Staff keep parents well informed of the learning and development happenings within the nursery by providing relevant information on the displays throughout the nursery.

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

The nursery environment is organised exceptionally well indoors and outdoors. It is clean, well maintained, secure and a highly stimulating place to be. Resources are plentiful and of very good quality. Children develop an excellent understanding of healthy lifestyles. For example, they receive a good balance of indoor and outdoor physical activities that are interesting and extremely varied in range. In addition, these activities incorporate fresh air, exercise and present lots of challenges. For example, outdoors, the children learn to negotiate space as they use ride-on toys and they investigate water and sand in different ways. Excellent input from the staff ensures that children enjoy their experiences as well as consistently strengthening a multitude of skills. Children freely help themselves to drinks of water and eat a varied and balanced diet that incorporates all the important food groups. The nursery inside and outdoors is risk assessed highly effectively. This minimises risks to children, and ensures that the children can explore the environment safely. Children learn about keeping themselves safe. For example, the staff interact highly effectively to teach children how to use resources safely indoors and outdoors.

Children's emotional well-being is fostered extremely well, through very warm and positive interaction from staff. For example, staff take exceptional care of the children. They continuously support new starters at the setting throughout the day, using reassurance and building on their developing confidence and independence as they carry out activities throughout the day. As a result, the children settle exceptionally well within the nursery and as they move on. The staff manage children's transitions between the different rooms within the nursery and when they move on to school highly successfully. Children have frequent opportunities to visit their new room and enjoy their time. Key persons take children to their new room at transition times and they share information about the child with new staff. This ensures that the new staff can support the children's individual needs effectively and promptly. Staff are very proactive in encouraging visits from staff from local schools. This supports children's well-being as it prepares them for the change extremely well. The changes to rooms are managed flexibly to meet the children's needs and timescales are agreed with the parents. This supports children's emotional security and well-being highly effectively. All the children have a staff member assigned to them as their key person. The key person assigned has a clear and excellent understanding of the individual, so that they can give them superb ongoing support. This includes talking to the parents about the children's individual care needs, such as their sleep patterns. Staff talk to children consistently and they include them very successfully in the daily events. They are highly sensitive to the importance of helping children and babies feel settled within the provision on a daily basis. For example, they respond immediately to their needs, such as nappy changes and sleeps. Staff take great care to ensure that the babies and children are safe and comfortable as they sleep.

Staff are extremely good at building children's confidence and self-esteem. This is because they are cheerful at all times, and even more so when they use praise to mark children's achievements. For example, they really celebrate when young babies stand up and when more able children recognise shapes and colours and put on their own coats. Children in the two-to-three year room generally develop excellent independence skills, although managers recognise that more able children are ready for more challenge, such as clearing away their own plates after meal times. Independence is demonstrated through a broad variety of activities and routines and is promoted through very good input from the staff. For example, children choose their aprons before lunch and choose their favourite

colour cups. They independently wash their hands and they select resources freely. Older and more able children put on their own coats and fasten buttons and they demonstrate strong balancing skills using stilts outdoors. Babies make good attempts to wipe their own faces independently. The inspiring support that the children and babies receive results in them forming very close attachments to the staff. The staff manage children's behaviour extremely well. This is because they act as good role models. For example, they swiftly and calmly explain situations to children. They include them all, and they are highly consistent in their approach across the nursery. As a result, the children behave positively and their behaviour is very good. For example, they happily join in activities. In addition, they are interested and highly motivated to learn as they explore.

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

The management team implement and overview the safeguarding and welfare requirements and the learning and development requirements extremely well. For example, they monitor closely how children are protected within the nursery. This includes the use of various peer observations to ensure practice within the nursery is maintained to a highly consistent standard. Question and answer sessions are held with staff to develop their knowledge regarding important safeguarding issues. The result of monitoring ensures that the provision is a very safe place to be, and ensures that staff fully understand their role in protecting children on a daily basis. Staff demonstrate a very strong knowledge of their safeguarding responsibilities and of child protection procedures. They all take part in safeguarding training and have a detailed induction. Safeguarding is a standard agenda item for staff discussions at regular supervision sessions and at their appraisal. The management team are part of a new safeguarding training programme with the local authority. This programme is designed to support staff in implementing good safeguarding practice across the local area. All of this means that excellent priority is given to ensure that the staff have the skills and knowledge, to protect children and keep them safe from harm. For example, the management use their experience gained to support staff in implementing excellent safeguarding practice. Employment procedures are implemented highly effectively. This ensures that the staff are appropriately background checked, and therefore, suitable to work with the children. Staff have a highly effective knowledge of their roles within the nursery. They go on regular training courses, such as first aid, and they attend regular in-house training which covers the Early Years Foundation Stage. This helps them develop their knowledge and practice and, therefore, support children exceptionally. Staff qualifications have a positive impact on the learning and development and on supporting children's safety and care routines. This is because staff use their underpinning knowledge and skills gained to ensure children receive high levels of support at all times.

The management team monitor how staff implement the learning and development requirements highly successfully. They support the room managers in carrying out regular observations of how staff interact with the children and how they plan for children's next steps in learning. Any trainee staff receive clear guidance to ensure that the children receive the very best support at all times. The result of ongoing monitoring ensures that the staff improve and maintain excellent consistency in promoting the educational

programmes for individual children. The management team have a deep commitment, drive and enthusiasm which are passed on to staff. Consequently, the outcomes for children are excellent. In addition, evaluation processes are very effective. Staff, parents and children are all encouraged to offer their views and ideas through a variety of dialogue. Parents' views sampled demonstrate that they are very happy with how their children progress with their learning at the nursery. Other comments from parents demonstrate that they feel confident that their children are safe at the nursery. Children's views are reflected in the development of the regular themes that match their interests. The management team demonstrate an excellent capacity to maintain continuous improvements. The recommendations from the last inspection have been successfully addressed. For example, learning records now clearly include children's starting points to inform better planning. Partnerships with schools are now clearly established and support children's all-round development. Other very positive changes have also been made. For example, the new sensory room offers a great opportunity for children to develop a variety of physical and sensory skills. The new parents' room is very well resourced and ensures parents are kept very well informed regarding the operation of the nursery. In addition, there is other useful information available, such as information about health issues. The staff have developed the very good security measures within the nursery, by placing an additional safety gate on entry to the three-to-five's playroom. This improves the safety for children extremely well.

The staff form highly successful working relationships with parents. This ensures that the children receive excellent support for their individual care and learning needs, because safe and trusting relationships are fostered. The staff form very strong relationships with other provisions where children may attend in the future, such as the local schools. For example, they share appropriate information to support children's care and learning. The staff work regularly with the local authority, through sharing information when they visit the nursery. All of this ensures that the children receive continuity of support in their all-round development. Staff have an excellent knowledge of the importance of working with other agencies, such as Ofsted and health services, if and when required.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY239141
Local authority	Bradford
Inspection number	870056
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	83
Number of children on roll	133
Name of provider	Kinder Haven Limited
Date of previous inspection	02/12/2008
Telephone number	01274 682989

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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.

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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