

Kindercare Limited

Heworth Green, 26 Heworth Green, YORK, YO31 7TA

Inspection date	02/12/2014
Previous inspection date	20/03/2014

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

- Staff are confident in their teaching and interact skilfully with children as they play. This means children are motivated to learn and continually extend their knowledge. As a result, they make good progress towards the early learning goals.
- Children settle well in this welcoming nursery and are confident in their environment. Consequently, they are emotionally secure and behave well.
- The nursery is led and managed very well and all members of the team show a good commitment to providing good quality care for children and to continually improving this. Consequently, the outcomes for children and their families are continually enhanced.
- Staff give high priority to providing a safe and secure environment for children by continually assessing and successfully minimising risks. This means children are fully protected from harm at all times.

It is not yet outstanding because

- Staff do not always take opportunities to ask parents to contribute what they know about their child's learning at home, to promote an even more effective, shared approach to children's learning and development.
- Staff do not always provide a wide range of resources so children can extend their self-initiated imaginative play in the outdoor area.

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 toured the premises and observed children and staff in 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 the suitability and the qualifications of staff working with children and discussed the provider's improvement plan.
- The inspector looked at a selection of children's records, planning documents and policies.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Diane Turner

Full report

Information about the setting

Kindercare Limited was registered in 2013 on the Early Years Register. It is privately owned and is part of the Kindercare group of nurseries based in the north of England. It operates from detached premises in the Heworth Green area of York. Children are cared for in seven rooms over two floors and there is an enclosed area available for outdoor play. There is no lift access to the first floor. The nursery serves the local area. It employs seven members of childcare staff, five of whom hold appropriate early years qualifications at level 3. A cook is also employed. The nursery opens Monday to Friday all year round from 8am until 6pm. Children attend for a variety of sessions. There are currently 47 children on roll in the early years age group. The nursery receives funding for the provision of free early education for three- and four-year-olds. It supports children who speak English as an additional language and children with special educational needs and/or disabilities. 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:

- strengthen the already good partnerships with parents by providing further opportunities for them to share what they know about their children's learning at home
- enhance the opportunities for children to extend their self-initiated imaginative play in the outdoor area, for example, by providing a wider range of small world resources, so children can build on their ideas and become even more creative in their learning.

Inspection judgements

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

The quality of teaching is good. Staff have a good understanding of how children of different ages and abilities learn and develop, and provide a wide range of activities that are planned to meet children's individual interests and developmental needs. Consequently, children are motivated to learn and make good progress in their development. Good support is provided for children with special educational needs and/or disabilities through strong partnership working with parents and outside agencies. This enables staff to draw up individual educational plans to help children reach their full potential. Parents are kept fully informed of their child's developmental progress on an ongoing basis. For example, they are provided with a copy of the progress check that is carried out by staff when their child is between the ages of two and three years. They also receive a summary of the progress their child is making each term. Parents are asked to

sign to acknowledge they have read this report and can make comments about staff's findings. However, there are fewer opportunities for parents to share what they know their children can do at home on an ongoing basis, in order for staff to plan even more precisely for the next steps in children's learning.

Children's language and communication skills are promoted very effectively by staff, which means children become confident communicators. For example, staff provide opportunities for older children to engage in conversation as part of a small group and to recall previous activities and experiences, such as observing a giant land snail. Staff skilfully ask questions, such as 'What did it feel like when you held the snail?' to encourage children to think critically and use descriptive language in their response. Staff caring for younger children successfully help children to develop their vocabulary and to make connections between words and actions during activities. For example, as staff paint children's hands so they can make prints, they describe the resulting sensation as being 'ticky'. Staff give good attention to supporting children of all ages to develop their early mathematical skills. For example, staff use counting for a purpose very successfully during everyday routines, such as encouraging children to count as they go up and down stairs. Staff support children to learn about the wider world through innovative activities, such as involving them in constructing an igloo out of empty plastic milk bottles. This representation helps children to make a connection between their structure and the ice structure that some people in Arctic regions also construct. Consequently, children are developing the skills and a good knowledge base in readiness for the next stage in their learning, such as school.

Children are provided with a good range of activities to help them develop their coordination and become confident in their physical skills. For example, children develop control and strength of their small muscles as they squeeze and shape dough and use tools, such as rolling pins and cutters. Children use a variety of play equipment outdoors, which enables them to develop good balancing and climbing skills. For example, children confidently manage the steps to a climbing frame and enjoying walking along tyres and feeling the springy texture of these under their feet. Children have some opportunities to initiate their own imaginative play in the outdoor area. For example, children enjoy hiding a toy spider they have brought from indoors amongst the plants and pretending this is its home. However, a rich range of similar resources is not consistently available in the area for children to access freely, to further excite their interest, support their developing imagination and enhance their creativity even further.

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

When children move into the nursery they are supported well. For example, settling-in visits are offered which give children time to become familiar with their new environment and for staff to get to know children and their parents. If children speak English as an additional language, staff ask parents for key words they can use in the child's first language. This means staff can provide consistency in all children's care. As a result, children feel safe and form close bonds with their key persons. This, in turn, means children have a good base for their learning and development and are confident to take part in new activities and experiences because they trust staff. For example, very young children feel very much at ease in having their hand and foot painted, so they can make

prints on a card for Christmas.

Staff provide a supportive environment for children to play and learn. Children have access to a good range of resources and these are presented at their height, which means they can access them with ease. This enables children to choose what they want to play with, which means they feel at home in their surroundings. Staff support children to behave well in a very positive manner. For example, staff teach children to take turns and to share and to be respectful towards each other. As a result, older children take turns to speak and listen to each other at group discussion time. This means children are well prepared emotionally for similar activities they will encounter at school. Staff acknowledge children's efforts and achievements with genuine praise. For example, they make comments, such as 'I like the way you are using the glue so you can decorate your bauble'. This means children develop confidence in their abilities, which in turn results in a calm and caring atmosphere and creates a positive learning environment for all. Staff actively encourage children to think about their own safety during their play and everyday routines. As a result, older children know to line up sensibly and with regard for others as they leave their room. Children of all ages learn to hold onto the banister as they come up and down stairs, which is sensitively reinforced by gentle reminders from the staff.

Children's good health is promoted very successfully by staff. For example, staff promote good hygiene procedures by making sure children wash their hands before eating and after messy play. They make sure younger children's sleep routines are followed and that cosy areas are provided where older children can rest or relax as they need. Children are provided with nutritious food and mealtimes are pleasant social occasions when children have good opportunities to develop their independence. For example, very young children help themselves to pieces of fruit from a plate at snack time and older children serve their own food and pour their own drinks at lunchtime. Staff sit and chat to children while they eat and praise them when they eat up their food. This encourages children to develop a positive attitude to mealtimes and eating healthily. Children have daily access to the outdoor area, which offers good opportunities for physical, energetic play and enables children to benefit from fresh air, to further support their good health.

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

The manager has a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage and ensures these are implemented consistently by all staff. The manager is a good leader, motivator and mentor for the staff team and has regular communication with the owner and general childcare manager for the company. This promotes good sharing of information and joint decision making, and means staff have faith and trust in the management team. All staff attend training in child protection and are confident in their ability to safeguard children. They know they must report any concerns about a child's welfare to the manager, who is the designated officer for safeguarding. The manager has attended relevant training in safeguarding children, which enables her to provide support and guidance to other staff and implement procedures correctly. This shows that there are clear lines of accountability in place. Established recruitment and vetting procedures ensure that all employees are suitable to work with

children. The premises are kept secure and visitors are asked for identification, which means there is no unauthorised access to children. Risk assessments are carried out on the premises and rigorously updated when any changes occur, such as a refurbishment. This means any hazards are promptly identified and minimised effectively, to protect children from harm.

The manager very successfully oversees the day-to-day operation of the nursery, which includes close monitoring of the quality of teaching and learning. She often works alongside staff and regularly reviews the planning of activities and all children's learning through discussion with key persons and scrutinising children's learning records. This enables the manager to evaluate the success of the educational programme and identify any gaps in the provision for children's learning, so she can support staff to close these. This means children's progress is maximised. The majority of the staff team are well qualified and their continued professional development is enhanced by access to further training. This means staff develop their skills, which enhances the outcomes for children's learning. New staff undergo a thorough induction with the manager to ensure they understand their responsibilities in line with the nursery's policies and procedures. All staff have regular supervision sessions with the manager, which helps to identify further training needs.

The manager has a clear vision for the nursery. Staff, parents and children are all involved in evaluating the service and this helps the manager to evaluate the strengths of the nursery and areas for improvement accurately. The action and recommendations for improvement raised at the last inspection have been successfully addressed and the nursery has recently undergone a major refurbishment. The new flooring, toilet facilities and heating system that have been installed have significantly enhanced children's comfort. Children have discussed the colour schemes to be used in the rooms when these are painted and have helped to decide the layout of furniture and resources in their new base rooms. This shows children's opinions are valued and that they are at the heart of everything the nursery does. Partnerships with parents are good. They are kept well informed about the service through a welcome pack and regular newsletters. Discussions and individual diaries for younger children are used effectively to keep parents informed about their child's day and that their care routines are being met consistently. Parents spoken to at the inspection stated that they are pleased with the progress their children are making and that they find staff very approachable. The nursery has good links with the local schools, which means children's moves to the next stage in their learning are supported effectively. For example, teachers are invited to the nursery to meet children in a familiar environment before they move into their care. This further supports children's ongoing emotional well-being.

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	EY463376
Local authority	York
Inspection number	967631
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	45
Number of children on roll	47
Name of provider	Kindercare (Harrogate) Limited
Date of previous inspection	20/03/2014
Telephone number	01904414848

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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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