

Kinderkare Nursery

Kinderkare, 247 Sandringham Road, Doncaster, South Yorkshire, DN2 5JG



Inspection date

15 April 2015

Previous inspection date

27 May 2009

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is outstanding

- The quality of teaching is of a very high standard and staff provide a wealth of learning experiences, both inside and outside. Children are very highly motivated and show an eagerness to learn as they play and explore. Consequently, all children make excellent progress given their starting points.
- Staff have a first class working partnership with other early years professionals and outside agencies. They have a shared approach to helping children be ready for their move on to their next learning environment, such as school. Consequently, children are emotionally ready for the next stage in their learning.
- Leaders and managers have an excellent understanding of the learning and development requirements. They also give the highest regard to the safeguarding and welfare requirements. As a result, children are kept safe and make outstanding progress.
- Well-qualified and experienced staff take every opportunity to develop and extend children's communication and language skills. Staff constantly use and repeat a wide range of simple words that children eagerly repeat. As a result, all children, including those who speak English as an additional language, become very confident communicators.
- The key-person system is strong and well embedded from the start. It includes a second key person to support children when their main key person is away. This helps children to form a genuine bond with familiar members of staff who provide them with a settled relationship. Consequently, their individual care needs are met extremely well.
- Staff are very precise in their assessments of children's progress and their planning for children's individual learning needs. This information is shared regularly with all staff and parents to ensure children continue to make rapid progress.

What the setting needs to do to improve further

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

- continue to refine the systems for sharing information with parents, so that they have even more precise details of what children are learning.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning, both inside and outside.
- The inspector completed a joint observation with the nursery manager.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held meetings with the manager.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the nursery, and other relevant documentation.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

June Rice

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is outstanding

Staff have an excellent understanding of how children learn through play. They are very focused on extending children's learning through skilful interaction that supports and stimulates children's interests. Staff show awe and excitement when children find a snail. They encourage children's interest even further as they draw their attention to finer details. For example, they point out the pattern on the shell and how the snail is holding onto the side of the container. Staff make the most of moments these moments to introduce words, such as, suction, pattern and stripes to help children describe what they are seeing. Staff ask questions, provide ideas and model thinking out loud to help children think about what else is possible. Staff suggest making a house for their dinosaurs and encourage them to look around for suitable materials. Children gather a selection of logs, pine cones and sticks. They work together to solve problems, such as making sure the house does not fall down. When children ask 'how will the dinosaurs get on top of the roof?' and staff repeat the question. Staff then wonder out loud to children 'will a ramp be a good idea?' Children eagerly respond and construct a ramp. Overall, children are gaining exceptional skills in readiness for school.

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

Children are very highly motivated and active learners. High regard is given to the safety of children who benefit from being able to move freely between the indoor and outdoor environment. For example, children confidently negotiate an obstacle course and climbing wall under the very careful supervision of staff. Staff are very observant of quieter children who show an interest in what others are doing. They make excellent use of such times to gently encourage them join in. As a result, children learn how to behave and cooperate with others. Children are adept at attending to their own personal needs. For example, at mealtimes they select their own cutlery, pour their own drinks and serve their own food.

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

The leaders and managers are very enthusiastic and highly focused on providing high-quality care and education for children. They have a strong drive and commitment, which means they are highly successful in promoting improvement. For example, since the last inspection they have very successfully extended children's independent skills. Robust recruitment and vetting procedures help to check that adults are suitable to care for children. In addition, a high priority is given to the ongoing professional development of staff. As a result, staff are highly skilled, motivated and work exceptionally well as a team. This has a positive impact on children's learning. Parents are extremely complimentary about the quality of care and education their children receive. They are also highly involved in their children's learning. The leaders and managers have taken on board comments from parents. They intend to share even more detailed information to help parents complement what children are learning in the nursery.

Setting details

Unique reference number	EY318340
Local authority	Doncaster
Inspection number	856869
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	45
Number of children on roll	72
Name of provider	Kinderkare Private Day Nursery Limited
Date of previous inspection	27 May 2009
Telephone number	01302 349499

Kinderkare Nursery was registered in 2005 and is privately owned. The nursery employs 14 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 3, including one with Early Years Professional status. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. 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.

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