

# Kindercare 2

31 South Drive, Harrogate, North Yorkshire, HG2 8AT



## Inspection date

4 June 2015

Previous inspection date

6 October 2009

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

## Summary of key findings for parents

### This provision is good

- The quality of teaching is good. Skilled and qualified staff provide an interesting range of activities, which capture children's curiosity and imagination. As a result, all children make good progress from their starting points. This helps them to gain the skills needed for their future move to school.
- Children show that they have formed secure attachments with the staff. They are happy and enjoy their time at the nursery. The good relationship with their key person, and the use of a 'buddy' to cover in their absence, effectively promotes their emotional well-being. Children understand expectations, are helpful and behave well.
- Staff have a good knowledge and understanding of their role and responsibilities, with regard to protecting children from abuse and neglect. This ensures that the safeguarding requirements are met to promote the safety of children.
- Procedures for the recruitment of staff are effective. Management ensure that only adults suitable to work with children are employed. Ongoing supervision and appraisals ensure that staff development is promoted.

### It is not yet outstanding because:

- Individual children's learning and development is tracked and monitored, however, this does not extend to assessing how groups of children make progress to fully ensure that any gaps in learning are narrowed.
- Pre-school children do not have the opportunity to develop their physical skills further, once they become proficient with some of the outdoor equipment.

## What the setting needs to do to improve further

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

- further develop ways to track and monitor children's learning, and gain a sharper overview of groups of children's ongoing progress to ensure that any gaps in learning are narrowed
- provide more challenging, physical activities for pre-school children, so that they are fully challenged once they learn how to use the available outdoor equipment.

### Inspection activities

- The inspector had a tour of the premises, and observed activities indoors and outdoors.
- The inspector met with the manager and carried out a joint observation, and spoke with staff and children at appropriate times during the inspection.
- The inspector looked at children's development records, planning documentation, evidence of the suitability of staff working in the nursery, and a range of other documentation, including policies and procedures.
- The inspector took account of the views of parents and carers through discussions during the inspection.

### Inspector

Lynne Pope

## Inspection findings

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

Staff plan exciting opportunities to motivate children. For example, children actively learn how they can use water in a wide variety of ways. Outdoors, they enthusiastically hold their hands under the spray from the hose. They delight in getting splashed and this leads them to filling up watering cans to add water to the sand and mud kitchen. They observe the changes, and show surprise when utensils sink in the mud they have created. Staff give high priority to the development of children's communication and language skills. Staff that work with babies introduce new words during their play to extend their developing vocabulary. For example, staff encourage children to smell bottles with different items in and name what is in the bottle, such as vanilla and coffee. Parents are well informed about their child's development, and work very well with staff to support children's learning at home. They take their child's development files home and add their own comments on what they know and can do.

### **The contribution of the early years provision to the well-being of children is good**

Staff teach children about the benefits of exercise and being healthy. Children have daily outdoor activities, which promote their physical well-being. They are enthusiastic as they run around the available space. They become competent in climbing up equipment and balancing on beams. Pre-school children love riding on the tricycles, however, there is no other equipment for them to progress on to once they have mastered this skill, such as bicycles or scooters. Children show an excellent understanding regarding safety. For example, they explain that they must not go past the chalk line on the tricycle, as they may run over other children's feet and fingers. Children learn good self-care skills. They have their own water bottle with them, including when they go outdoors, to keep themselves hydrated. Excellent transition procedures are in place, which help to prepare children emotionally for starting school. School staff visit children in the nursery, so that they know who they are. Nursery staff complete a transition report that informs the teacher about children's learning and development.

### **The effectiveness of the leadership and management of the early years provision is good**

The provider and staff understand their responsibilities to implement the requirements of the Early Years Foundation Stage. Targets for improvement are effectively identified because management, staff, parents and children are included in the self-evaluation process. Staff training is a priority, and courses are identified to have the most benefit for children. For example, staff have attended training on managing behaviour, which helps them to understand and implement different strategies. The manager monitors the educational programme. She reviews records and works closely alongside staff. This means she knows each child's individual needs well. However, the overall progress of groups of children has not been assessed to ensure highly effective monitoring and that any gaps in learning are narrowed. Staff work in partnership with other settings children attend to support children.

## Setting details

<b>Unique reference number</b>	400147
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	868837
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	44
<b>Number of children on roll</b>	70
<b>Name of provider</b>	Kindercare (Harrogate) Limited
<b>Date of previous inspection</b>	6 October 2009
<b>Telephone number</b>	01423 560054

Kindercare 2 was registered in 1995 and is one of 10 nurseries owned by Kindercare (Harrogate) Limited. The nursery employs 12 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 2 and above. The nursery opens all year round from Monday to Friday, 7.30am to 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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