

Kinder Castle

75 New North Road, Huddersfield, HD1 5ND



Inspection date	16 March 2016
Previous inspection date	16 June 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The manager and her leadership team have high expectations. They are ambitious for children and want them to achieve well. Children's progress is good. Staff regularly check their achievements and build on their earlier learning. They identify and address any gaps in children's knowledge and understanding.
- Children enjoy a good range of engaging experiences that is well matched to their individual needs. Staff play alongside children to help them develop their self-confidence and eagerness to learn.
- Children are kind and thoughtful towards each other. Their behaviour is good. Staff are positive role models for children to follow. Children enjoy working and playing together.
- Children are safe and well protected. They learn and play in a friendly and motivating environment. Staff respond quickly to children's emotional needs. Resources are attractive and colourful. Children learn to make their own decisions about what they play with and how, expressing their own thoughts and ideas.
- Staff establish good relationships with parents. Parents are well informed about their children's achievements and are given ideas from staff about how they can contribute to their children's progress at home.

It is not yet outstanding because:

- Overall, procedures to improve staff's professional skills are good. However, they do not always focus sharply on raising the quality of teaching to outstanding.
- On a few occasions, staff do not promptly adjust their teaching style to fully meet children's emerging learning and development needs.

What the setting needs to do to improve further

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

- access professional development opportunities that increase the potential to raise the quality of teaching to outstanding
- encourage staff to promptly adjust their teaching style during activities to meet children's emerging learning needs, in order to promote more rapid progress.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and the provider. He looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff.
- The inspector took account of the views of parents.

Inspector

Andrew Clark

Inspection findings

Effectiveness of the leadership and management is good

The manager has a strong vision for improvement. She has a clear sense of purpose that is shared by her deputy and senior staff. Overall, there are good procedures to supervise staff and enable them to play a full part in the development of the nursery. Self-evaluation takes account of the opinions of all staff and draws on the views of parents and children. The staff have a good knowledge of the needs of children who attend and they provide an imaginative curriculum. They make good use of assessments of children's progress to plan for the next steps in their learning. They work closely with the schools children attend to promote complementary learning experiences. Arrangements for safeguarding are effective. Staff are well trained in all aspects of child protection and first aid. They apply their knowledge well to create a safe and welcoming environment.

Quality of teaching, learning and assessment is good

Staff have positive expectations about what children can achieve and engage them well throughout the day. They plan imaginative activities. For example, children are eager to solve problems and follow the trail outdoors to find a toy bear while they learn about keeping safe. Staff help children develop positive attitudes to learning. Children try hard and are keen to succeed. The teaching of early reading, writing and communication skills is good. For example, babies learn to listen carefully and respond to the rhyme and rhythm of repetitive songs or nursery rhymes, such as Humpty Dumpty. Disabled children and those with special educational needs receive strong support which is well matched to their learning and development needs. Parents are very appreciative of the detailed information they receive about their child's progress.

Personal development, behaviour and welfare are good

Children show consideration towards each other and form strong friendships. They are well behaved and polite. Children learn to make decisions and select their own activities. They follow the rules well and know that these are in place for their own safety. Children are happy and content during their time in the nursery. They show a strong sense of belonging, as they make a good contribution to tidying away. Children show that they feel safe and secure. For example, babies settle quickly to sleep when they are tired and play happily on their own or alongside others at other times. Children eat healthy snacks and have many opportunities for active play to promote a healthy lifestyle. They have fun as they climb on apparatus, jump about and ride on push-along vehicles.

Outcomes for children are good

Children make good progress from their individual starting points. The development of their early communication skills is particularly strong. They describe, for example, the different textures they feel during foam play. Children persist and improve on their own work. Older children make good progress in forming letters and enjoy writing about their experiences. Mathematical skills are developed well. Children learn to identify different two- and three-dimensional shapes and compare the heights of the towers they have made.

Setting details

Unique reference number	EY255819
Local authority	Kirklees
Inspection number	855955
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	50
Number of children on roll	49
Name of provider	Rachel Louise Wright and Nigel John Wright Partnership
Date of previous inspection	16 June 2011
Telephone number	01484 546 666

Kinder Castle was registered in 2003. The nursery employs 12 members of childcare staff. Of these, 10 hold appropriate early years qualifications at least level 3, including one at level 6. 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. The nursery supports disabled children and those with special educational needs.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

