

Inspection date	23 August 2016
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- Leaders and managers are highly reflective practitioners and, overall, recognise their strengths and any weaknesses in the provision. There is a strong drive and enthusiasm to improve their provision, raise standards and promote the best possible outcomes for children.
- A highly effective key-person system is in place to support children's emotional well-being. Staff are positive role models and children have formed strong attachments to their key person. Children often invite staff to join them in their play and share their accomplishments with them. Children's behaviour is good.
- Partnerships with parents are extremely strong. Parents receive regular feedback and summaries about their child's progress and development. They are well supported to guide their child's learning at home.
- Children show great curiosity, want to explore new things and are inquisitive. They play and learn independently and alongside their friends. Children are developing the personal qualities that enable them to concentrate and take responsibility for small tasks. These skills support children to be ready for school.
- Children learn about healthy lifestyles and the world around them in a variety of effective ways. For example, they excitedly water tomato plants and discuss how they planted a seed and have cared for it.

It is not yet outstanding because:

- Systems to support the manager to analyse the progress made by different groups of children are still being developed.
- Monitoring of some new and less experienced staffs' practice is not yet robust enough to elevate children's progress to an outstanding level.

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 good arrangements for comparing the attainment of different groups of children that help them make progress to the highest possible level
- strengthen the systems for developing all staffs' practice that help them focus on raising all children's achievements to outstanding.

Inspection activities

- The inspector observed activities in the five playrooms and outdoor areas, and undertook two joint observations with the manager of an adult-led activity.
- The inspector spoke to members of staff, parents and children at appropriate times during the inspection.
- The inspector held discussions with the manager and the provider.
- The inspector looked at a sample of children's assessment records and planning documentation.
- The inspector checked evidence of the suitability of staff and a range of other documentation, including policies and procedures to safeguard children's welfare.

Inspector

Amanda Forrest

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a clear understanding of how to protect children. They know the procedures to follow if they have concerns regarding children's safety or welfare. The nursery is safe and secure. Staff are vigilant at all times and are fully aware that the safety of children is paramount. Robust recruitment checks help to ensure that all staff are suitable to work with children. Managers carry out regular appraisals and supervision sessions with staff. They provide effective support for staff to access training and development which meets their individual needs and the needs of the nursery. The managers have established good working relationships with other professionals. This helps to ensure families receive any additional support they need to help their children progress.

Quality of teaching, learning and assessment is good

Staff collect high-quality information from parents to identify children's interests and capabilities when they first join the nursery. The majority of staff are well qualified and this has, generally, helped them to have a very good understanding of how children learn. Staff know their key children well. They regularly observe them and have a good knowledge of their individual development and interests. They use this information well to plan activities that children enjoy. Staff throughout the nursery support communication and language well. For example, younger children enjoy singing songs. Staff use simple actions to demonstrate the songs for them to follow. Older children demonstrate their skills as they discuss stories and their favourite super hero. Children confidently climb and jump off outdoor equipment, demonstrating their good coordination and balancing skills as they take measured risks. The well-equipped garden is an exciting environment for children who prefer to learn outside.

Personal development, behaviour and welfare are good

Children settle well and are happy and confident as they explore. Staff encourage children to be kind and play cooperatively. All children independently explore and initiate their own play in the stimulating and vibrant environment. Good health and hygiene practices are promoted through everyday routines. Children enjoy freshly cooked meals that cater for their individual dietary needs. They make healthy choices and children learn to be independent and to take care of their own needs. Parents and carers regularly attend stay-and-play sessions. This boosts children's self-esteem and sense of belonging. Additionally, this gives parents ideas about how they can further support their child's learning at home.

Outcomes for children are good

All children enjoy their time in the nursery and make good progress from their starting points. This includes those children who have special educational needs or disability. Children develop good mathematical skills. Older children learn about size and measurement while toddlers enjoy filling and pouring containers in the water tray. Children are learning the key skills to help prepare them for their next stage in learning.

Setting details

Unique reference number	EY486887
Local authority	Leeds
Inspection number	1013141
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 - 5
Total number of places	101
Number of children on roll	105
Name of registered person	Kinder Haven Ltd
Registered person unique reference number	RP520808
Date of previous inspection	Not applicable
Telephone number	01132582110

Kinder Haven Ltd was registered in 2015. The nursery employs 25 members of childcare staff. Of these, 19 hold appropriate early years qualifications at a minimum of level 2, including two who hold Early Years Professional status. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am to 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children who have special educational needs or disability.

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