

# Kindercare (Hgte) Ltd

The Old School Hall, 85a Lowtown, PUDSEY, West Yorkshire, LS28 9AZ



<b>Inspection date</b>	27 October 2016
Previous inspection date	16 October 2012

<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
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

- Teaching is consistently strong with some outstanding elements. The manager uses meticulous tracking systems to monitor the progress of different groups of children. She uses her findings to evaluate the effectiveness of teaching and plan interventions to close any gaps in children's learning.
- Staff have created highly stimulating learning environments that are thoughtfully planned and designed. Many of the attractively displayed resources are made from natural materials. This provides children with a wealth of sensory experiences and helps to ignite their creativity.
- The key-person system is managed well. Children build strong relationships with staff and are happy and relaxed. Settling-in arrangements and moves between rooms are planned well to promote children's emotional well-being.
- Partnerships with parents are exemplary. Staff use excellent communication methods to exchange information with parents and deepen their understanding of children's needs. Staff invite parents to attend workshops and open evenings, where they provide information about how they can support children's learning at home.
- Self-evaluation is used very well to drive continued improvement. Managers fully consider the views of parents, staff and children to ensure that planned developments are pertinent.

### It is not yet outstanding because:

- At times, staff in the toddler room do not fully consider the age and abilities of children during group story sessions. Therefore, some children are not provided with the best possible opportunities to develop listening and concentration skills.
- Some staff working with the youngest children do not focus well enough on promoting their language and communication skills.

## What the setting needs to do to improve further

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

- review the organisation of group story sessions and focus more precisely on supporting children to develop listening and concentration skills
- provide increased opportunities for very young children to develop their good language and communication skills further.

### Inspection activities

- The inspector observed the quality of teaching during activities in all playrooms and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector looked at evidence of the suitability of staff, children's assessment records and a sample of policies and procedures.
- The inspector held a meeting with the manager and discussed the setting's evaluation procedures and improvement plan.
- The inspector spoke to parents, staff and children during the inspection and took account of their views.

### Inspector

Susie Prince

## Inspection findings

### Effectiveness of the leadership and management is good

The setting is led by an ambitious and highly skilled manager who supervises staff well. She has a proactive management style and works closely with staff to maintain high standards. Staff complete a range of training courses which helps them to enhance their knowledge and skills. The manager observes each member of staff as they engage with children and provides critical feedback to help them to improve their interactions further. Staff have developed strong links with other providers and schools. They exchange detailed information to promote a collaborative approach to children's care and learning. The arrangements for safeguarding are effective. Robust recruitment procedures are implemented to ensure that staff are thoroughly checked and vetted. Staff are trained well in child protection issues and know what to do if they suspect a child is being abused. Safety is given the upmost priority and methodical risk assessments are completed to ensure that any potential hazards are minimised.

### Quality of teaching, learning and assessment is good

Children have an impressive array of resources available to them in both the indoor and outdoor environments. They excitedly follow their own interests and use resources imaginatively. Staff are supportive and interact skilfully to guide and stretch children's learning. They use play-based activities to help children to count, calculate and talk about quantities. This helps children to develop mathematical skills. Babies become engrossed, as they use their senses to explore interesting objects. They play cooperatively with familiar adults and excitedly roll balls back and forth. Older children enthusiastically use cameras to photograph activities that they enjoy. They are interested in technology and expertly complete age-appropriate programs on the computer. Children manipulate dough and carefully mould and shape it to achieve a planned effect. Staff use questioning well and help children to discuss their ideas and solve problems independently. They complete accurate observations and assessments and plan precisely for children's ongoing learning.

### Personal development, behaviour and welfare are good

Staff have created a nurturing environment, where children and their families feel valued and welcome. Children are confident and play amicably together. Staff reinforce rules sensitively and continually praise children to boost their self-esteem. They use inventive reward schemes to celebrate children's achievements. Consequently, children know what is expected of them and behave very well. Children benefit from daily opportunities to play outdoors and are provided with healthy meals and snacks. This helps to promote their good health and physical well-being.

### Outcomes for children are good

Children make good progress in their learning and development. They are sociable and eager to join in. Babies are inquisitive and confidently explore their surroundings. Older children make marks on a large scale and are supported to write for different purposes. They are very independent and are developing good self-care skills. Children are motivated learners, who are developing the key skills and attitudes needed for eventual moves to school.

## Setting details

<b>Unique reference number</b>	319377
<b>Local authority</b>	Leeds
<b>Inspection number</b>	1059579
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	75
<b>Number of children on roll</b>	124
<b>Name of registered person</b>	Kindercare (Harrogate) Limited
<b>Registered person unique reference number</b>	RP910667
<b>Date of previous inspection</b>	16 October 2012
<b>Telephone number</b>	0113 2558 925

Kindercare (Hgte) Ltd was registered in 1998. The setting employs 24 members of childcare staff. Of these, 18 hold appropriate early years qualifications at level 2 and above. The setting opens from Monday to Friday all year round. Sessions are from 7.30am until 6.30 pm. The setting provides funded early education for two-, three- and four-year-old children.

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