

Kindercare (Hgte) Ltd

70 Cornwall Road, Harrogate, North Yorkshire, HG1 2NE



Inspection date

24 November 2016

Previous inspection date

18 April 2013

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

- Staff know the children well and are keen to support their individual learning. When children require additional support or challenge, staff skilfully adjust their approach to support them as they play.
- Children's behaviour is very good. Staff gently remind children of appropriate rules and boundaries as they play, providing explanations to help them understand why rules are in place. Children quickly make firm friendships and care for each other.
- All children confidently make independent choices in their play and resources are easily accessible to them. Babies explore the wide range of interesting objects hidden in baskets and the intriguing activities provided.
- The new manager and leadership team demonstrate that they have high expectations and high standards. They show a commitment to continually improving the nursery and supporting children to make good progress.

It is not yet outstanding because:

- Systems for analysing the progress made by different groups of children are not yet fully in place.
- Children are not provided with sufficient experiences, activities and resources to help them become familiar with cultures beyond their immediate community.

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 arrangements for comparing the progress made by different groups of children and checking that all groups receive the support they need to increase the potential for them to achieve at the highest possible levels
- develop further opportunities for children to understand and respect diversity beyond their immediate community.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning, development and welfare.
- The inspector and the manager jointly observed an activity and discussed how she evaluates her practice.
- The inspector observed children. She discussed their progress with their key person and the plans in place to support the children in the next steps of their learning.
- The inspector spoke with members of staff and children at appropriate times during the inspection and held meetings with the manager and the area manager.
- The inspector looked at children's records, evidence of the suitability of staff working in the nursery and a range of other documentation, including policies and procedures.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Katharine Jones

Inspection findings

Effectiveness of the leadership and management is good

Staff are well supported in developing their teaching skills and knowledge through intensive and varied training and coaching and by furthering their qualifications. Staff monitor the impact that their teaching has on children's learning. They make adjustments to ensure they support learning effectively. Managers make regular checks to gauge the quality of practice and to feed back immediately. Parents are positive about recent changes and the impact they have had on the staff and children. For example, parents comment on how well children are now prepared for the move to school. The arrangements for safeguarding are effective. Staff use their knowledge in their practice. They know how to make referrals to other agencies and maintain accurate records.

Quality of teaching, learning and assessment is good

Robust processes for checking what children know and can do when they start are in place. Staff gather useful information from parents and use this to plan activities based on the next steps in children's learning. Staff identify gaps in individual children's learning or where they may benefit from further challenge. Staff share ideas with parents and offer guidance to help them support their children's learning at home. Staff work closely with other professionals to provide targeted support for children who have special educational needs and disabilities. The environment is stimulating and welcoming. Staff play alongside children and use effective questioning and dialogue to support and extend children's thinking skills. As the children explore their interest in animals, they make dens from natural materials and share their ideas about hedgehog beds.

Personal development, behaviour and welfare are good

The key-person system is very effective. Staff support children to feel safe and develop close relationships with each other. Staff provide lots of praise and encouragement. Children are learning to be confident and independent. They initiate play and follow their interests. Babies' individual care needs are well understood and met effectively. They demonstrate that they feel safe and confidently explore their environment. Staff promote children's awareness of healthy lifestyles well. Children enjoy serving themselves at meal and snack times and are encouraged to make healthy choices. Children benefit from regular opportunities to play in the outdoor area. Staff support children in taking managed risks and challenging themselves. For example, children carefully balance on the tyres.

Outcomes for children are good

Children make good progress in their learning. They confidently ask questions as they explore their ideas and preferences. Children enjoy learning about numbers and counting in their play and share out the real fruit and vegetables. Children act out their experiences in role play. For example, they wear protective gloves to remove the hot potatoes from the pretend oven. Children display high levels of engagement and interaction. They observe the change as they add water to cornflour. They use words to describe the texture as they explore the mixture. Babies enjoy sitting in a train made from boxes as they listen to a story. Children readily access books and enjoy singing together. They are gaining the key skills to support their future learning.

Setting details

Unique reference number	400093
Local authority	North Yorkshire
Inspection number	1064134
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 5
Total number of places	60
Number of children on roll	52
Name of registered person	Kindercare (Harrogate) Limited
Registered person unique reference number	RP910667
Date of previous inspection	18 April 2013
Telephone number	01423 560 875

Kindercare (Hgte) Ltd was registered in 1998. The nursery employs 11 members of childcare staff. Of these, one holds an appropriate early years qualification at level 4, five hold level 3 and four hold level 2. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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