

# Kindercare (Hgte) Ltd

Priesthorpe Road, Farsley, Pudsey, West Yorkshire, LS28 5JR



## Inspection date

1 August 2017

Previous inspection date

26 September 2013

<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

- Since the last inspection the nursery has undergone a number of changes of ownership. The new leaders are taking robust action to drive forward improvement and tackle any previous poor performance. They have clear plans for improvement. The staff are enthusiastic and committed to providing high-quality care and learning for children.
- Throughout the nursery there are lots of interesting materials to touch and investigate. These capture children's attention, stimulate their curiosity and tempt them to be independent and exploratory learners. Children play with gleeful enthusiasm.
- Staff have a pleasant and caring manner with the children. Their playful interactions help the formation of strong bonds between children and their key person. Children are emotionally secure and they enter nursery with excitement, eager to share their news.
- Children are well behaved. Staff support children very well to show care and consideration to each other. Children are polite to their peers and share equipment with good grace. For example, toddlers wait patiently to take turns to use a laptop.

### It is not yet outstanding because:

- While procedures are in place for monitoring staff practice, the changes to the staff team and the introduction of the new company's own procedures mean the managers have yet to embed systems to help raise the overall quality to an outstanding level.
- On some occasions, staff do not gather enough detailed information about what children can do when they start nursery or share their initial assessments with parents.

## What the setting needs to do to improve further

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

- continue to embed systems to monitor staff practice to drive forward the overall quality to the highest level
- work even more productively with parents when children first start at the nursery to establish the most accurate initial assessments of children's skills and abilities.

### Inspection activities

- The inspector viewed all areas of the premises and observed activities in the three playrooms and the outdoor play areas. He observed teaching and assessed the impact this has on children's learning.
- The inspector held meetings with a company area manager, a field manager and the nursery manager. He also conducted a joint observation with the field manager.
- The inspector held discussions with staff and children at appropriate times during the day. He also took account of the views of parents spoken to on the day.
- The inspector looked at a range of documentation, including evidence of staff qualifications, the suitability of staff working in the nursery and the arrangements for self-evaluation.
- The inspector checked the arrangements for staff trained in first aid and their deployment.

### Inspector

Frank Kelly

## Inspection findings

### Effectiveness of the leadership and management is good

The nursery is well organised and staff are suitably deployed according to qualifications and relevant experience. Ratios meet legal requirements. Parents are warmly welcomed and provided with good information about the nursery, staff and children's activities. Any concerns raised by parents, including procedures about children biting, are taken seriously and responded to with appropriate strategies to help prevent it happening further. Safeguarding is effective. Children are well supervised in premises that are clean, safe and kept secure. Accidents are recorded as required and a review of any accidents helps identify ways to further improve children's safety. Staff recruitment is robust and induction procedures are detailed. Staff demonstrate they have a good understanding of the policies for child protection. A mentoring system supports staff to develop their teaching steadily. The management team is regularly checking the accuracy of assessment for children's learning. Wider partnership working is in place and swift action is taken to engage other professionals to gain any additional support a child may need.

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

Observations and assessments of children's learning are completed and most shared with parents regularly. Children enjoy their learning. They are supported by experienced and suitably qualified practitioners whose teaching is good. Planning is effective in helping children to learn. Staff skilfully combine children's interests and gentle direction to help children practise what they know and can do. For instance, staff invite children to use their toy swordfish to cut the dough. This draws the children into the play and provides several experiences that encourage them to talk, count, share tools and ideas with their peers. This simple but effective approach helps develop children's thinking skills. Staff have high but realistic expectations. Children are invited to use scissors to open packets of feathers, using tools for pleasure and a purpose. Babies are supported to develop key skills as they repeat words and explore the noises they make with a spoon and tin tub.

### Personal development, behaviour and welfare are good

Children are at ease within the nursery. They enjoy regular outdoor play where they learn to balance as they master new equipment, such as balancing planks. This helps children learn to judge risks and promotes their ability to keep themselves safe. Toddlers help themselves to drinks to keep themselves hydrated and children enjoy a range of freshly prepared foods which the older children serve themselves. Children learn about keeping themselves healthy through good hygiene routines during the day.

### Outcomes for children are good

All children are supported to make good progress towards the next stages in their learning and life. They willingly join in routines and are eager to help tidy away or hand out the plates at mealtimes. Children join in counting activities, use pads and pencils to make marks and delight in creating pictures using technological interactive boards. They enjoy being with peers. These attitudes and skills help prepare them very well for their next stages in learning and for transfer to school when the time comes.

## Setting details

<b>Unique reference number</b>	EY345022
<b>Local authority</b>	Leeds
<b>Inspection number</b>	1109401
<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 - 4
<b>Total number of places</b>	55
<b>Number of children on roll</b>	62
<b>Name of registered person</b>	Kindercare (Harrogate) Limited
<b>Registered person unique reference number</b>	RP910667
<b>Date of previous inspection</b>	26 September 2013
<b>Telephone number</b>	0113 236 0862

Kindercare (Hgte) Ltd was registered in 2006. The nursery employs 15 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 2, 3 or 5. The nursery opens from Monday to Friday, all year round, with the exception of bank holidays. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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