

# Kindercare Day Nursery (Hgte) Ltd

Hornbeam Business Park, Hookstone Road, Harrogate, Yorkshire, HG2 8QT



## Inspection date

8 May 2018

Previous inspection date

3 September 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The new procedures for supervision and appraisals are not yet fully effective in monitoring staff practice and identifying professional development needs. Consequently, there are too many variances in the quality of teaching throughout the nursery.
- Although there have been recent significant improvements, parents are not yet fully involved and informed about their child's learning and development.
- Parents are not fully involved in the evaluation of the nursery.

### It has the following strengths

- The nursery rooms are well resourced with high-quality toys and equipment. Staff have recently improved the organisation of the rooms to provide a more defined, inviting learning environment for children.
- Effective risk assessments are carried out to ensure the premises are safe and secure. High standards of cleanliness and hygiene and good provision for outdoor play helps to promote children's health.
- The manager has prioritised child protection training for staff. As a result, they all have a clear understanding of what might alert them to a child being at risk of harm and what they need to do to safeguard children.
- Overall, children's behaviour is good and they are beginning to understand simple rules and expectations for behaviour.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

	<b>Due Date</b>
■ embed the performance management arrangements to ensure all staff are thoroughly supported in delivering good teaching practice and supported in their professional development	09/07/2018
■ implement effective strategies for engaging parents in their children's learning and development to ensure that parents know what their children are learning and how they can help them to improve.	09/07/2018

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

- seek the views of parents to strengthen the arrangements for self-evaluation.

### Inspection activities

- The inspection was carried out following concerns raised about the provider's ability to meet the requirements of registration and provide a quality provision for all children.
- 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 meetings with the nursery manager, the quality improvement manager, the regional director and childcare adviser for Busy Bees. She also met with a representative from the local authority.
- The inspector talked to staff, children and a number of parents throughout the inspection.

### Inspector

Lindsey Pollock

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

Safeguarding is effective. Children's safety is assured. The new management team have implemented positive changes since taking over the nursery. They are focusing on what needs to be done to make the nursery better for children and working hard to reduce the turnover of staff. This has provided more continuity in care for children. However, there has not yet been time to embed the new arrangements for the supervision and appraisal of staff to drive continuous improvement and support their professional development. Consequently, the weaker teaching practices have not yet been fully addressed and children are not always supported to make the best possible progress. Managers and staff monitor the provision, children's progress and formulate action plans to raise standards but parents are not fully involved in the evaluation process.

### **Quality of teaching, learning and assessment requires improvement**

A new system for planning has recently been introduced to improve the quality of activities. While some staff are confident in using this to plan activities based on children's interests and are skilful in their interactions, this is not consistent across the nursery. For example, a member of staff knows that some older boys are interested in super heroes. He uses this knowledge to engage them in an activity so that they are motivated and focused. He builds on their language as they discuss what they will need to build their own super hero cave and promotes their early writing skills. However, during another activity a different member of staff fails to engage all children. The activity is not sufficiently adapted to meet individual development needs or interests. Additionally, children are not listened to fully so opportunities are missed to extend their learning. Most parents spoken to at inspection say that although the information given to them about their child's progress has increased recently, they still do not feel fully informed of what children are learning or the next steps for their development.

### **Personal development, behaviour and welfare require improvement**

Staff are working hard to embed the key-person system to ensure children's needs are met. Parents spoken to at the inspection are aware of who their child's key person is and say they are informed of their child's care, such as sleep times. Most staff respond and interact well with the children so they feel secure and confident. However, the disparities in the teaching abilities impact on this. For example, a member of staff caring for the youngest children misses a valuable opportunity to build children's sense of security and language development when he does not interact with them during care routines.

### **Outcomes for children require improvement**

Children, including children who speak English as a second language, children who have special educational needs and/or disabilities and children who receive funded early education are eager to learn. However, not all children are supported to make the most progress possible. That said, children do learn skills that they will need for the next stage in their learning. For example, their independence is increasing well.

## Setting details

<b>Unique reference number</b>	EY239049
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	1135250
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	146
<b>Number of children on roll</b>	131
<b>Name of registered person</b>	Kindercare (Harrogate) Limited
<b>Registered person unique reference number</b>	RP910667
<b>Date of previous inspection</b>	3 September 2013
<b>Telephone number</b>	01423 815990

Kindercare Day Nursery Limited, Harrogate registered in 2002. The nursery employs 26 members of childcare staff. Of these, 13 members of staff hold appropriate early years qualifications at level 2 and 3, including two who hold early years teacher status. 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.

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.

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