

Inspection date	15 June 2018
Previous inspection date	2 December 2014

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- Staff have extensive knowledge of children's learning needs and preferences. They provide high-quality learning experiences that enthuse children and meet their needs precisely. This contributes to the rapid progress children make in their learning.
- Partnerships with other professionals are extremely well established. Staff take a lead role in liaising with health and education agencies to ensure approaches to children's care and learning are highly cohesive. This is particularly supportive for children who have special educational needs and/or disabilities.
- Children are consistently absorbed in their learning. They are highly inquisitive and relish new experiences and challenges. They are extremely confident learners who persevere at activities and work together to solve problems.
- The nursery is unquestionably valued by parents. Staff provide them with extremely detailed information about children's achievements and plans for their learning. This helps to ensure parents are exceptionally well involved in their children's learning.
- Arrangements to introduce new children in to nursery are highly effective. Staff work very closely with parents to develop individualised plans to help children to feel at ease before they begin to attend. Children settle remarkably quickly into nursery.
- Staff meet children's care needs extremely well and share detailed information with parents about children's experiences and routines during the nursery day.

What the setting needs to do to improve further

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

- continue to monitor the impact of improvements to the outdoor areas on the progress that children make in their understanding of the world.

Inspection activities

- The inspector had a tour of the premises.
- The inspector observed the quality of teaching and assessed its impact on children's learning and development. She observed and evaluated two planned activities alongside the nursery manager.
- The inspector observed care practices and routines and assessed how well staff meet children's individual care needs.
- The inspector held a meeting with the manager and senior management team. She looked at documentation, such as evidence of the suitability checks carried out on staff and other records kept to support and inform practice, including plans for ongoing improvements.
- The inspector spoke to staff and children at appropriate times during the inspection. She spoke to a number of parents and took account of the views of others through written feedback provided.

Inspector

Clare Wilkins

Inspection findings

Effectiveness of the leadership and management is outstanding

Managers are committed to providing the very best care and learning. Intense scrutiny and evaluation of practice has led to remarkable improvements in nursery. They have recently identified that children make less progress in understanding of the world. They made significant changes to the outdoor area and activities provided to help to improve progress in this area of learning. Staff are committed to building on their qualifications. The manager has very high expectations and provides intensive support to enhance their skills and knowledge. This helps to ensure that teaching is highly effective and continues to improve. Safeguarding is effective. Staff have extensive knowledge of issues that may affect a child's welfare and are extremely confident to take action if they have a concern.

Quality of teaching, learning and assessment is outstanding

Staff meticulously assess each child's progress and this is analysed in depth by managers. They share their findings promptly with staff to inform sharply focused plans for children's learning. For example, toddlers who achieved less well in language development benefited from skilful interventions, and gaps in learning have closed. Staff present activities in innovative ways that appeal to children's interests and challenge their thinking. They skilfully recognise where and how to provide appropriate support and encouragement to help to sustain children's concentration and enjoyment. For example, children learn about mathematical concepts while they make 'potions' in fascinating containers using water, paint, glitter and mud. Staff introduce a narrative story to their play to engage them even more effectively and strengthen their learning further.

Personal development, behaviour and welfare are outstanding

Staff conscientiously consider children's comfort levels and confidence, and simplify activities for children who are reluctant to join in. For example, children who would not ordinarily participate in creative activities eagerly use a range of materials to create a representation of their face in a mirror. Staff are exemplary role models who teach children respect and consideration. Children's behaviour is excellent. They abide by consistent boundaries and respond positively to staff's gentle reminders. Their self-esteem and self-awareness are high. Children benefit from nutritious meals and plentiful opportunities to exercise. They have excellent knowledge of how to keep themselves safe and healthy. Children's independence is nurtured from a very early age. They develop a strong sense of responsibility and manage their self-care needs extremely well.

Outcomes for children are outstanding

Children are high achievers and many significantly exceed the typical range of development expected for their age. Children who have special educational needs and/or disabilities make excellent progress that helps to prepare them extremely well for the next stage in their learning. Managers use funding effectively to ensure children receive the best possible start to their education. Children develop a vast range of skills in early mathematics and literacy that gives them a secure foundation for later learning in school.

Setting details

Unique reference number	EY463376
Local authority	York
Inspection number	1105533
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 4
Total number of places	45
Number of children on roll	63
Name of registered person	Kindercare (Harrogate) Limited
Registered person unique reference number	RP910667
Date of previous inspection	2 December 2014
Telephone number	01904414848

Kindercare (Hgte) Ltd registered in 2013. The nursery employs seven members of childcare staff, five of whom hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday, all year round, from 8am until 6pm. The nursery receives funding for the provision of free early education for three- and four-year-olds.

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