

# Kinder Castle

75 New North Road, Huddersfield HD1 5ND



<b>Inspection date</b>	18 February 2019
Previous inspection date	16 March 2016

<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 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

- The manager and her staff team are committed to providing the best quality experiences that they can for children. They accurately evaluate the quality of the setting and are dedicated to making continual improvements. Parents contribute to the evaluation process through completing questionnaires.
- Children with special educational needs and/or disabilities (SEND) are supported well and are making progress. Staff work closely with outside agencies and parents to ensure continuity in children's care and learning.
- Staff observe children and routinely monitor their progress by tracking their development. They use information from assessments and children's interests to support their next steps in learning. All children make good progress.
- The key-person system works effectively. Children and staff have warm, caring relationships. For example, babies readily approach staff for comfort and cuddles. All children throughout the nursery are happy and settled.
- Overall, partnerships with parents are good. However, staff do not consistently gather precise information about children's ongoing learning at home to help better complement their learning in the nursery.
- The manager has recently implemented systems to evaluate the quality of teaching. However, this is in its infancy and not yet fully developed and embedded in practice to monitor the quality more thoroughly.

## What the setting needs to do to improve further

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

- explore more opportunities for parents to regularly share information in relation to their children's learning at home, to further complement learning in the nursery
- continue to embed the new system for monitoring the quality of teaching and learning, to ensure staff's practice and children's progress continues to improve.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed joint observations with the manager.
- The inspector held discussions with the manager and owner. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views.

#### Inspector

Judith Bodill-Chandler

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a suitable understanding of how to keep children safe. They know procedures to follow should they have a concern about a child's well-being. Staff supervise children well and make checks to ensure that the premises are safe and secure. Recruitment and induction procedures are robust. This helps to ensure that adults are suitable to work with children. Staff benefit from supervisory meetings. The manager supports staff effectively to develop their knowledge and skills. For example, recent training has supported staff to develop environments in the nursery further. The manager effectively monitors the progress of individual and groups of children. She takes action to ensure that all children are progressing. Parents comment that staff are warm, friendly and professional and keep them informed about their children's progress.

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

The qualified staff team support children's communication and language skills exceptionally well. For example, younger children are encouraged to recall rhymes about spiders while older children are introduced to the new words 'colander' and 'ruler'. Children have many opportunities to develop their physical skills. This is demonstrated when children carefully use knives to cut up their fruit at snack time. Staff support children's mathematical skills well. For instance, they support children to recognise numbers as they measure objects in the room. Staff support children's imaginative play with enthusiasm as they take on roles in the home corner. They learn key words in children's home language to support children who speak English as an additional language.

### Personal development, behaviour and welfare are good

Children benefit from playing with a wide range of high-quality and well-organised resources which are easily accessible to them. Staff are good role models who teach children essential social skills. Children are well behaved and they develop early friendships and play well together. Healthy lifestyles are supported well. They are provided with nutritious and healthy snacks and meals. Children enjoy daily exercise in the well-equipped outside play area. Staff share important information with schools to make sure that children's transitions between settings are seamless.

### Outcomes for children are good

All children, including children with SEND and those who speak English as an additional language, are making good progress from their starting points. Children are inquisitive, focus well and are keen learners. For example, babies have fun discovering how to use interactive toys. Early literacy skills are emerging well. Older children delight in listening to stories while babies and toddlers enjoy listening and joining in with familiar rhymes. Children demonstrate good independence skills as they pour their own drinks and serve themselves at lunchtime. Children are well prepared by staff for the next stages in their learning and their eventual move to school.

## Setting details

<b>Unique reference number</b>	EY255819
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	10064008
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	50
<b>Number of children on roll</b>	48
<b>Name of registered person</b>	Rachel Louise Wright and Nigel John Wright Partnership
<b>Registered person unique reference number</b>	RP521274
<b>Date of previous inspection</b>	16 March 2016
<b>Telephone number</b>	01484 546 666

Kinder Castle registered in 2003. The nursery employs 10 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3 or above, including the manager who holds a level 6 childcare qualification. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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