

# Kinder Haven Ltd

Pasture Lane, BRADFORD, West Yorkshire BD7 2SQ



<b>Inspection date</b>	21 March 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Good</b> Not applicable	<b>2</b>
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

- Partnerships with parents are good. Staff regularly provide parents with verbal information about their children's progress and ways to support learning at home. Parents are invited to a wide range of events to meet with staff, for example a stay and play session to enable parents to learn about the importance of play.
- The manager supports staff well, for example through regular supervisory meetings where discussion around their work performance and training takes place. This supports staff to develop their practice.
- The atmosphere is welcoming and calm. Staff provide a wide range of stimulating activities that promote children's learning. Children's independence is actively encouraged and supported throughout the setting.
- The manager and the staff give a high priority to children with special educational needs and/or disabilities. They work well with parents and other professionals to provide good support and address children's specific needs.
- Staff manage children's behaviour well. For instance, they share group rules with them.
- On occasions, staff do not develop children's understanding of the benefits of healthy routines and lifestyles.
- Staff do not consistently make the very best use of ongoing observation and assessment, especially for those children who speak English as an additional language, to identify progress and help plan precisely for their next steps in learning, and to close gaps rapidly in their development.

## What the setting needs to do to improve further

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

- make the most of all opportunities and daily routines to help children develop a greater understanding of healthy lifestyles
- strengthen the use of ongoing observations and assessments for children who speak English as an additional language, to help identify precisely the progress they make and close any gaps in their learning rapidly.

### Inspection activities

- The inspector had a tour of the setting.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector observed the interaction between staff and children indoors and outdoors, and spoke with children when appropriate.
- The inspector viewed documentation during the inspection, including safeguarding policies, staff suitability checks, children's tracking documents and the setting's main policies and procedures.
- The inspector spoke with parents and took into account their views.

#### Inspector

Julie Dent

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Managers invest time into ensuring that staff have a secure understanding of child protection. For example, they cover aspects during regular staff meetings and offer training for all staff. This helps to ensure that staff have a good understanding of how to identify possible signs of abuse and are aware of the reporting procedures. Staff assess all parts of the nursery to ensure they minimise the risk of any accidents. There are clear recruitment and vetting procedures in place to check staff suitability to work with children and the thorough induction programme enables new staff to be fully supported. The manager regularly reviews the quality of the provision. She obtains the views of staff and parents to help make decisions on what the nursery needs to do next in order to continuously improve outcomes for children.

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

Staff support early mathematical skills effectively. For example, children use mathematical language, such as long and short, to describe size and they count confidently. Staff support children's creative skills well. For instance, they provide a wide range of materials and textures for children to explore, such as cooked pasta, play dough and paint. Children develop a good range of physical skills. They learn to climb, run and balance by using a wide range of equipment in the well-resourced outdoor area. Children delight in using guttering and bricks and work together to build pathways for different sized balls to run down. They solve simple problems and decide how best to balance the bricks and guttering. Children engage in story time as staff enthusiastically read stories and encourage children to join in repeated phrases and anticipate what will happen next.

### Personal development, behaviour and welfare are good

Staff have warm, nurturing relationships with children and interact positively with them. For example, they smile and speak in gentle tones to children. Staff give lots of praise to children during activities, supporting their sense of self-esteem. They take care to find out about children's likes and dislikes and use this information well to help children settle securely. Staff play alongside children and effectively model how to use resources. As a result, children enthusiastically explore and investigate. Babies explore cause-and-effect toys and enjoy pushing buttons and lifting flaps. Staff make good use of the local community to build on children's learning. For example, children visit the local library. Children learn to care for living things, for example they hatch eggs in an incubator and care for the chicks.

### Outcomes for children are good

Children are supported well to develop the skills they will need for their future learning and their eventual move on to school. They are sociable, inquisitive and eager to try out new things. Children practise their early writing skills and write their names on pictures that they draw and paint. Younger children use very good manners when they receive objects that are offered to them. They enjoy exploring and investigating the good range of toys and resources.

## Setting details

<b>Unique reference number</b>	EY544119
<b>Local authority</b>	Bradford
<b>Inspection number</b>	10090267
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	80
<b>Number of children on roll</b>	102
<b>Name of registered person</b>	Kinder Haven Limited
<b>Registered person unique reference number</b>	RP520808
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01274501040

Kinder Haven Ltd registered in 2017. The nursery employs 15 members of childcare staff. Of these, eight hold an appropriate early years qualification at level 3 or above. 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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