

Inspection of Kinder Haven Ltd

357 Sticker Lane, BRADFORD, West Yorkshire BD4 8RJ

Inspection date: 15 October 2019

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Requires improvement
--	----------------------

What is it like to attend this early years setting?

The provision is good

Children at the nursery are happy and explore the indoor and outdoor environment confidently. The manager ensures that ratios are maintained at all times and that children are safe. Children establish secure relationships with staff and enjoy their time at the nursery. Staff join in with children's play and encourage them to develop their skills. Babies laugh with pleasure as they climb over, under and through an obstacle course, closely followed by staff. Toddlers delight in using tweezers to pick up spaghetti, developing their small-muscle skills in preparation for early writing. Older children are engaged and interested as they listen carefully to stories. Staff are animated as they read and use a variety of voices to help bring the characters to life.

Children are well behaved and polite. They benefit from the consistent rules and boundaries implemented by staff. Children are aware of the daily routine and what comes next. Babies and toddlers immediately go to get their shoes and coats when asked if they would like to go outside. Older children direct their own play and find out about the world around them as they enjoy visits in the local community, such as to the library and supermarket.

What does the early years setting do well and what does it need to do better?

- Staff are experienced and have high expectations for all children. They provide a range of stimulating opportunities to support children to develop across a broad curriculum. Staff quickly identify any gaps in children's learning and plan activities to help to close these. They follow children's interests and make sure that their learning is central to everything they do.
- The key-person system is effective. Staff take time to settle new children into the nursery and form strong relationships with children and parents. They know children's individual personalities well and plan a range of learning experiences to support them to develop from the start.
- Older children enjoy group activities with their peers. They sit together and join in with discussions about what they might be having for lunch. Staff skilfully link this to the vegetables that children have been investigating in their curiosity cube. Children confidently talk about different vegetables and the effects they have on their bodies. Following on from conversations earlier in the morning, children try cucumber and mint water with their lunch.
- Children's independence and self-care skills are promoted well. Children wash their hands and help to serve their own food and drinks at mealtimes. Staff sit with children, making mealtimes a social occasion. They talk about what they are eating to help children learn about where food comes from and why it is important to have a healthy lifestyle. Children giggle and chat happily to staff and their friends as they develop their social skills.

- Children have access to a sensory room where they can develop their physical skills as they use the climbing and soft-play equipment. Children enjoy weekly music-and-movement classes to help them to develop their listening and attention skills, as well as being physically active.
- Leaders and managers consult with staff and parents to develop the nursery. Since the last inspection, the manager has supported staff to enhance their skills and knowledge. Staff working with babies have attended training to help them to further understand how babies learn and develop.
- The manager monitors staff's performance well. She supports staff through regular supervision meetings, observations of their practice and giving feedback to enhance the quality of teaching. She has identified that some staff do not always leave enough time for young children to think and respond to questions before moving onto the next one.
- Partnerships with parents are strong. Parents speak highly about the nursery. They praise the dedicated, kind and caring managers and staff. Staff keep parents informed about their children's day and their development through daily feedback, online learning journeys and contact meetings with their child's key person. They offer ideas and suggestions about how parents can help to support their children's learning at home. For example, the nursery has introduced play packs and a lending library for children to enjoy at home.

Safeguarding

The arrangements for safeguarding are effective.

All staff know what signs and symptoms might indicate that a child is at risk of harm. They understand how to identify and report any concerns they may have about a child's welfare. The manager ensures staff keep their knowledge up to date and all staff are aware of wider child protection issues. When appointing new staff, the manager follows safer recruitment procedures to ensure that staff are suitable and have the skills they need to fulfil their roles in the nursery.

What does the setting need to do to improve?

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

- give young children enough time to think about and respond to questions asked to help them to develop their communication and language skills to the highest level.

Setting details

Unique reference number	EY239141
Local authority	Bradford
Inspection number	10095156
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 to 5
Total number of places	83
Number of children on roll	66
Name of registered person	Kinder Haven Limited
Registered person unique reference number	RP520808
Telephone number	01274 682989
Date of previous inspection	29 January 2019

Information about this early years setting

Kinder Haven Ltd registered in 2002. The nursery employs 15 members of childcare staff. Of these, two hold appropriate early years qualifications at level 2, five at level 3, one at level 4, two at level 5 and three at level 6. The nursery also employs two apprentices. The nursery opens from Monday to Friday for 51 weeks per year. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Clare Cotton

Inspection activities

- The inspector and the nursery manager completed a learning walk to understand how the early years provision and the curriculum are organised.
- Two joint observations were carried out by the inspector and nursery manager.
- The inspector spoke with staff, children and parents at appropriate times during the inspection.
- A meeting was held between the inspector, nursery manager and area manager.
- The inspector looked at a sample of the nursery's documents. This included evidence of staff's suitability and training.

We carried out this inspection 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2019