

Inspection of Kinder Haven Ltd

69 Halifax Road, BRADFORD, West Yorkshire BD6 2JY

Inspection date: 20 November 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Outstanding
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children's behaviour is very good. They follow age-appropriate 'golden rules' and demonstrate high levels of cooperation. For example, they play alongside others as they act out their own experiences during role play. Children with special educational needs and/or disabilities are fully included. Children are identified early. Staff work very closely with other agencies. For example, they incorporate the expertise provided and this enables all children to make very good progress from their starting points. Leaders and managers oversee the quality of children's education effectively. They accurately recognise their strengths and foster a culture of continuous improvement for children's care and learning experiences.

Staff have very high expectations of what children are capable of. They provide a wide and varied curriculum that helps children to develop new skills and knowledge across all areas of learning. Staff complete precise observations and assessments, looking at where the children are in their learning and development. Staff use this information to then identify what children need to learn next. Staff use highly skilful questioning methods to support children to think, predict and test out their own ideas. Older children develop resilience and keep on trying even when they encounter difficulties. For example, they work out that if they use flat surfaces, they can build a taller tower that does not fall down.

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

- Staff support children's communication and language development very well. Staff sensitively join in with children's play. They introduce new words to describe what children do. They ask questions that encourage children to think and develop their ideas. Children make significant progress. They express their ideas clearly and use a wide range of words, which shows that their prior learning is well embedded.
- Babies show they feel safe to try new activities as they sit close to their key person and thrive on the praise and encouragement provided. Staff support them to develop their hand-to-eye coordination, for example, pouring water into different containers in the water tray. Older children proudly show the inspector the pretend muffins they made from shaving foam and they identify the colours of the small sticks they have used to decorate them.
- Staff spend time getting to know children and their families. For example, they prepare activities based on children's interests to support them during their settling-in stage. This has a positive impact on children's personal, social and emotional development. Children develop a love of books, as staff share books and stories the children have chosen in an enjoyable and interactive way. Staff use props and real experiences from stories to support children's understanding.
- Children develop good levels of independence, especially at mealtimes. All meals

are prepared from fresh ingredients by the cook. Children serve their own food, learn how to use cutlery correctly and clear their plates. Staff provide them with many opportunities to complete everyday tasks for themselves and children enjoy this responsibility. Older children are gaining key skills needed to be ready and confident for school.

- Staff teach children well through their interactions with them. They introduce children to mathematics as they play, helping them to count. At other times, staff introduce length, comparison and size, as children play with dinosaurs. However, on occasions, the organisation of routines cause disruption to children's learning.
- Children learn about the importance of healthy lifestyles. They make good choices when attending to their own hygiene needs, such as regular handwashing. They benefit from daily exercise both indoors and outdoors. However, more could be made of the outdoor area to enhance the experiences of children who prefer to learn outdoors.
- Managers identify suitable professional development opportunities to enable staff to continually enhance their knowledge and skills. Recent staff training has supported older children to identify potential risks when they use technology, for example, when using hand-held gaming devices and mobile phones.
- Staff consistently use what they know about children's backgrounds, cultures and experiences to promote all children's understanding of the wider world and each other's similarities and differences. This supports children to build resilience and respect.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff demonstrate an excellent knowledge of how to protect the welfare of children. They have a good understanding of the signs, including extremist behaviour, that could indicate that a child is at risk of harm. The designated safeguarding lead discusses case scenarios with staff during staff meetings to promote their ongoing understanding and awareness. Robust recruitment and induction procedures ensure staff are suitable to work with children. New staff receive a thorough induction to ensure they are clear about their roles and responsibilities. Robust recruitment and induction procedures ensure staff are suitable to work with children. Regular checks on the environment help to identify and eliminate any potential risks to promote children's well-being and safety.

What does the setting need to do to improve?

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

- review and revise the organisation of routines to limit disruptions to children's

learning

- provide even more experiences for those children who prefer to learn outdoors.

Setting details

Unique reference number	EY467640
Local authority	Bradford
Inspection number	10117680
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 to 4
Total number of places	78
Number of children on roll	121
Name of registered person	Kinder Haven Limited
Registered person unique reference number	RP520808
Telephone number	01274 693905
Date of previous inspection	18 March 2014

Information about this early years setting

Kinder Haven Ltd registered in 2013. The nursery employs 17 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 2 or above, including two with level 6. The nursery opens from Monday to Friday for 51 weeks per year. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Shirley Maynard

Inspection activities

- The inspector and the manager completed a learning walk across all areas of the setting to understand how the early years provision and curriculum are organised.
- The manager and the inspector carried out a joint observation.
- The inspector, the manager and registered provider held a meeting. The inspector sampled documentation, including evidence of staff's qualifications and evidence of paediatric first-aid training.
- The inspector asked the staff questions throughout the inspection to establish their understanding of how to safeguard children, and how they assess and plan for children's learning.
- The inspector held discussions with a small number of parents and interacted with children at appropriate times during the inspection.

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.

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