

# Inspection of Kinder Haven Ltd

Wood Lane, Horsforth, LEEDS LS18 4HH

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Inspection date: 13 October 2021

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

## **What is it like to attend this early years setting?**

### **The provision is good**

Children of all ages are happy, safe and secure in this warm and welcoming, homely environment. Children have adapted well to the changes implemented following the COVID-19 (coronavirus) pandemic. They confidently leave their parents at the door. Children receive a warm smile and cheery greeting from staff. They use sanitiser on their hands. Older children copy their name onto paper and put it on a clipboard for self-registration, to confirm to staff that they have arrived.

Children are developing firm attachments with staff, who are patient, kind and caring in their approach. Staff give clear instructions and children know what is expected from them. Children receive consistent praise for their efforts, achievements and positive behaviours. Their behaviour is good. Staff respond well to children's interests. Babies show their delight through smiles and giggles as they initiate games of peekaboo. Staff are responsive and sustain babies' play. Older children have good opportunities to investigate. For example, they carry out experiments in the 'curiosity cube' around growth and decay, using conkers and leaves. Staff ask lots of effective questions that promote discussion and extend children's thinking skills. Children recall how leaves change colour when they fall from the trees and have no water.

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

- Children's independence and self-care skills are promoted through a variety of activities. For example, babies are encouraged to feed themselves. Children concentrate when they practise fastening buttons and zips as they dress dolls. They are also encouraged to take care of their own personal hygiene. Children learn about the importance of being healthy, as they wash their hands after activities and before eating. They discuss what foods are healthy or unhealthy. For instance, staff ask children what types of foods are best to avoid, to maintain healthy teeth. Children enthusiastically share that apples are good to eat and milk is good to drink to keep their teeth strong.
- Partnerships with parents are good. Parents speak very highly of the nursery and are extremely happy with the care provided for their children. Staff communicate with parents regarding their children's progress and next steps in learning through an online system. During the COVID-19 pandemic, the manager supported parents to continue their children's learning at home. For example, she gave children activity packs to complete with their parents.
- Staff encourage children's understanding of the world effectively. They teach children about how waste is getting into the sea and harms the wildlife. Children are encouraged to name the wide variety of sea creatures in the water tray. They use nets to fish out the plastic bottles to help keep the sea life safe from harm.

- Children engage in endless stories and singing to support their communication and language skills. Babies join in with making animals sounds, as they listen to staff singing familiar songs. They eagerly touch the pages and feel the textures in the books. Staff use words, such as 'fuzzy' and 'bumpy', to describe what children can feel.
- Staff are swift to identify any possible developmental concerns in children. They support children with special educational needs and/or disabilities effectively. Staff work well with parents and other professionals to plan and implement strategies to benefit children. The manager uses additional funding effectively. All children make good progress.
- Overall, staff provide activities around children's interests and what children already know. However, some staff do not focus precisely enough on what it is they want children to learn from these experiences. This means that children gain limited new knowledge from the activities.
- The manager supports staff effectively through supervision meetings and observations of their practice. Staff are able to access online training and are encouraged to reflect on their practice. However, arrangements to support those staff who are less confident and less experienced are still being developed.
- Managers monitor staff's workload and make effective changes. For instance, a recent evaluation of the nursery's learning journeys and planning found that it was not always the best use of staff's time. One outcome of the evaluation is that staff have reduced the amount of text they write. This enables staff to spend more time with the children.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have a good awareness of their safeguarding responsibilities and understand their duty to keep children safe and protected from harm. The premises are fully secure and staff implement an effective system, which ensures no unauthorised persons can gain entry to the premises. All staff complete training in child protection to ensure that they recognise the signs and symptoms of abuse and know what to do if they have concerns. There are designated safeguarding leads to take responsibility for coordinating concerns and ensuring that they are reported in an appropriate and timely way. Effective risk assessments are in place and staff complete daily checks, both in the morning and evening and before children go outside to play.

## **What does the setting need to do to improve?**

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

- focus more precisely on the skills and knowledge children need to learn next to consistently help maximise their learning

- continue to sharply focus supervision arrangements to help less-experienced staff to grow in confidence and develop their knowledge and skills even further.

## Setting details

<b>Unique reference number</b>	EY486887
<b>Local authority</b>	Leeds
<b>Inspection number</b>	10205522
<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 at time of inspection</b>	0 to 4
<b>Total number of places</b>	151
<b>Number of children on roll</b>	150
<b>Name of registered person</b>	Kinder Haven Limited
<b>Registered person unique reference number</b>	RP520808
<b>Telephone number</b>	01132582110
<b>Date of previous inspection</b>	23 August 2016

## Information about this early years setting

Kinder Haven Ltd was registered in 2015. The nursery employs 29 members of childcare staff. Of these, one staff has qualified teacher status and 16 staff hold qualifications at level 2 and above. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Julie Dent

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk of the nursery, inside and outside, and talked about how the curriculum is implemented.
- A sample of documentation was reviewed by the inspector, including staff qualifications and first-aid certificates.
- The inspector took into account the spoken views of parents.
- A joint observation was carried out, where the manager and the inspector discussed the quality of staff's teaching.

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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