

Inspection of Kindercare (Hgte) Ltd

70 Cornwall Road, Harrogate, North Yorkshire HG1 2NE

Inspection date: 5 April 2022

Overall effectiveness **Good**

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 demonstrate that they feel safe. They develop well within this inclusive environment. A well-established key-person system helps children to form secure attachments and positive relationships with staff and other children. For example, babies benefit from staff's warm interactions and cuddles in a calm and soothing environment. This helps to build children's positive self-esteem and confidence. Children's communication skills develop very well. Throughout activities, staff provide a commentary, model good conversational skills and introduce new vocabulary. Babies and toddlers repeat familiar words and phrases in response to staff. Older children show confidence in speaking and listening.

Children have a very good attitude to their learning, including those in receipt of early education funding. They demonstrate an enjoyment of books. For instance, older children listen intently to stories read by adults. They remember what they have heard, and retell favourite stories, using their own words as they look at books by themselves. Babies and toddlers quickly learn how to enjoy books. They are highly curious and absorbed as they turn pages and lift flaps to discover pictures. Children behave well and make independent choices in their play. They learn to share and take turns. Staff are excellent role models. They use positive praise and reinforcement to help children to manage their emotions and learn acceptable behaviour.

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

- Managers and staff have a clear intent of what they want children to learn. They plan the curriculum well to ensure that children progress through the different stages in learning and are well prepared to move on to school. Staff get to know children well from the start. They gather information from parents to help children to settle in and to support their individual needs and interests.
- Children learn through an effective balance of adult-led activities and child-initiated play. Staff introduce topics that capture children's curiosity and support their learning. For example, older children are engrossed when they learn about the sinking of the Titanic. Older children then eagerly predict which objects will sink or float in the water tray. Children beam with pride when they succeed.
- Children eagerly access early mark-making resources. Babies and toddlers confidently make marks in paint, and older children regularly record their thoughts and ideas. Children gain a secure understanding of mathematics. They concentrate well as they count and demonstrate a secure understanding of positional language. Staff further extend children's learning as they introduce concepts of 'more' and 'less'.
- Children have lots of opportunities to develop their physical skills. Babies learn to crawl, walk and climb. Children aged two years competently use a knife and fork

to eat. They use their body during songs, such as 'Heads, Shoulders, Knees and Toes'. This supports their gross-motor skills, such as coordination and balance. Older children confidently climb onto an outdoor climbing frame, kick balls, and skilfully ride on bicycles.

- Staff include activities in their planning to increase children's awareness of cultures and heritage. This enables children to begin to understand about the beliefs and practices of others, and to be inclusive. Children learn about similarities and differences. They share photos of their family members with staff and each other from their home learning books.
- Children develop a good understanding of personal hygiene and develop good independence skills. They discuss with staff how germs can make you sick and why it is important to brush your teeth. Older children enjoy their fruit and say please and thank you when getting their drink from the staff.
- Staff establish strong partnerships with parents. There is successful two-way communication between parents and staff. Parents say that their children love coming to nursery and make excellent progress, especially in their language and social skills. Parents are full of praise for the friendly and dedicated staff team.
- Leaders and managers support all staff, particularly apprentices, through professional development. The well-established leadership team creates a reflective culture. Overall, there are established systems in place to monitor staff's performance. However, recently, supervision sessions have become more infrequent and focus less intently on helping staff to extend their good practice.

Safeguarding

The arrangements for safeguarding are effective.

Managers who are responsible for safeguarding children are knowledgeable about safeguarding legislation and child protection issues. All staff know and understand what to do if they have concerns about a child or if they are concerned about the behaviour of a colleague. Staff access safeguarding training to keep their knowledge and understanding up to date, including broader safeguarding issues, such as radicalisation and extremism. Staff take care to provide a safe environment for children to play in. They complete risk assessments and take action to remove hazards. When new staff are recruited, the procedures to ensure their suitability for employment are thorough.

What does the setting need to do to improve?

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

- provide all staff with more frequent and focused support, to help to extend on their good practice.

Setting details

Unique reference number	400093
Local authority	North Yorkshire
Inspection number	10229442
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	60
Number of children on roll	70
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Telephone number	01423 560 875
Date of previous inspection	24 November 2016

Information about this early years setting

Kindercare (Hgte) Ltd re-registered in 2019. It is part of a chain of nurseries owned by Busy Bees Ltd. The nursery employs 11 members of childcare staff. Of these, seven hold an appropriate early years qualification at level 3 or above, including two who hold qualified teacher status. 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.

Information about this inspection

Inspector

Shirley Maynard

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 setting.
- The manager and the inspector completed a learning walk to discuss all areas of the setting, and to understand how the early years provision and curriculum are organised.
- The inspector observed a range of activities and evaluated the impact of the quality of education on children's learning.
- The inspector held a meeting with the senior management team. Documentation including children's records, safeguarding policies and staff qualifications were viewed by the inspector.
- The inspector interacted with the children. She spoke to parents and took account of their views.

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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