

# Inspection of Kindercare (Hgte) Ltd

Craven Bank, Harewood Road, Leeds, West Yorkshire LS17 9HL

---

Inspection date: 29 September 2022

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

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

### **The provision is good**

Staff are welcoming, friendly and professional in this well-resourced setting. Children are happy and safe and have made good bonds with staff. Children have lots of activities to choose from which have been planned to support their interests and next stage of development. Children remain engaged with activities for long periods of time. As a result, children's behaviour is good.

Staff have high expectations for all children and know them well. Older children are well prepared for starting school and demonstrate good levels of self-confidence. They show an interest in stories and are frequently encouraged to enjoy stories independently. Toddlers sit and look at their own books before lunch and older children sit in the book area and enjoy a story with their friends. This promotes early reading skills and a love of books.

Children are taught about the world around them. For example, children learn about recycling and the environment in the pre-school room. Children are encouraged to learn about what can be recycled. They learn about what should and should not be in the ocean. Children spend time out of nursery picking up litter with their parents. Families share photos with the nursery so this can be discussed further. This effectively supports the development of children's communication and language skills and their understanding of taking responsibility for the environment.

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

- The manager has a clear vision of the setting and seeks to gather feedback from the team. Staff have access to regular supervisions and training. The manager is supportive and aware of various pressures of the job. Staff report high levels of well-being.
- Parents provide positive feedback and are happy with the service provided. They recommend the nursery to their friends. Parents are pleased with the information which is shared with them via the app. This ranges from what their children have been doing that day to updates on their development.
- Overall, the development of children's communication and language skills is well supported. For example, children have lots of opportunities to access stories. Staff support children's language development by extending their vocabulary, especially older children. However, this is inconsistent. On occasions, staff use sounds as animal names and do not model full sentences. This means children do not always learn the correct word for things or are taught the correct format of sentences.
- Staff gather information from parents when their children first start at the nursery. This means they can tailor the environment to suit individual children's needs. Staff know the children well and know how to meet their individual care

needs. Swift action is taken to identify gaps in development to put additional support plans in place. Staff work with parents and other agencies to ensure additional support is planned in where necessary. This helps children to make good progress in relation to their starting points.

- Staff have high expectations of how children should behave and set out clear rules and expectations. There are ample activities set out for the children to enjoy. This results in children remaining engaged in activities for long periods of time. Children are also encouraged to set their own expectations. For example, when new areas are introduced within the rooms, staff sit with the children and discuss how the space should be used. This gives children a sense of ownership within the setting.
- Transitions throughout the day do not always run as smoothly as they could. For example, the period between play and getting ready for lunch in the toddler room is chaotic. This does not lead to a calm environment.
- There is a reflective culture throughout the nursery. Staff reflect on occasions when things may not have gone the way that had been intended. They are comfortable to try new things to identify what might work best. There is a focus on gathering feedback from children. For example, there is a children's council which meets on a weekly basis. 'Exit interviews' are conducted when children leave the setting. This develops children's self-esteem and they learn they have a voice.

## Safeguarding

The arrangements for safeguarding are effective.

Staff are aware of the signs of abuse and what they would do if they had a concern. They are also aware of wider issues such as female genital mutilation and 'Prevent' duty. Managers regularly check that the staff's knowledge of safeguarding is up to date. They quickly put into place training plans if they feel staff are unsure of something or new terminology. Staff are aware of the process to follow should they have a concern about one of their colleagues. Staff talk to children and parents about how to keep safe online, especially with the older children. This is done in an age-appropriate way.

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

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

- strengthen staff's knowledge of the importance of using the correct vocabulary and sentence structure
- develop routines to ensure transitions throughout the day run more smoothly.

## Setting details

<b>Unique reference number</b>	EY481214
<b>Local authority</b>	Leeds
<b>Inspection number</b>	10229699
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory 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>	120
<b>Number of children on roll</b>	94
<b>Name of registered person</b>	Busy Bees Nurseries Limited
<b>Registered person unique reference number</b>	RP900821
<b>Telephone number</b>	01937573462
<b>Date of previous inspection</b>	24 January 2017

## Information about this early years setting

Kindercare (Hgte) Ltd is situated in the East Keswick area of Leeds. It registered in 2014 and is one of a chain of nurseries owned by Busy Bees. The nursery employs 22 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 2 and above. The nursery opens all year round, Monday to Friday, from 7.30am to 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Amy Whiting

## 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 together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022