

Inspection of Kindercare (Hgte) Ltd

Priesthorpe Road, Farsley, Pudsey, West Yorkshire LS28 5JR

Inspection date: 4 April 2023

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 are happy and settled at this caring nursery. They leave their parents with ease, excited to see their friends. Children are happy to see each other and embrace. They access the learning environment independently. Children thoroughly enjoy playing with the beautifully presented activities on offer. Older children paint detailed pictures of spring flowers, while younger children explore a spring-themed sensory tray filled with lots of interesting textures and shapes. Children are confident communicators and describe what they can see and feel.

Children learn about the world around them. They enjoy talking with the inspector about Norman, the giant African land snail. They explain how they care for him and describe his 'sticky' body. Children talk with the inspector about the snail's 'habitat' and the different foods that the snail eats. Children have the opportunity to explore the local community and frequently visit the local library, shops and park. Children enjoy visits from the library bus and trips to the local food bank and church.

Children benefit from healthy and nutritious snacks and meals. Fresh drinking water is available throughout the day. Children have plenty of opportunity for physical exercise. Younger children enjoy regular yoga sessions, while older children giggle as they run, jump and climb in the outdoor learning environment.

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

- The manager has a strong understanding of the nursery's curriculum. Children take the lead in their learning. Staff plan a programme of activities based on children's interests, which they enjoy. Children benefit from a well-resourced indoor and outdoor learning environment, which they access confidently and independently. However, staff do not promote children's early mathematical skills effectively. This is because the curriculum for mathematics is not always sequenced effectively throughout the nursery.
- Children with special educational needs and/or disabilities and those from disadvantaged backgrounds are supported well. The special educational needs coordinator works in partnership with the local authority to ensure that children get the support they need. Any additional funding that children receive is spent on supporting individual children's learning and development. As a result, all children make good progress from their starting points.
- Staff set clear expectations for children and are positive role models. Any unwanted behaviour is swiftly addressed. Staff are respectful of children's wants and needs and spend time with those who are struggling to manage their emotions. Children are encouraged to share their views through questionnaires. They are asked about what they enjoy at the setting and what they would like to change. For example, recently, children asked for more puppets in the book

corner.

- The manager has regular meetings with staff to discuss professional development. Staff attend training courses to ensure that practice remains of a high standard. For example, staff working with young children have recently attended a 'Brilliant Babies' course, where they learned about brain development. However, at times, leaders do not observe the impact that staff deployment has on children's learning. For example, staff move from room to room. This interrupts some children's learning. As a result, not all children receive consistent, high-quality interactions from staff.
- Staff support children's communication and language skills well. Consequently, children are confident communicators. They benefit from exciting activities that enhance their love of reading. For example, local authors are invited into the nursery to read stories with the children. Children have lots of opportunity to sing and learn rhymes. They enjoy retelling their favourite stories using puppets in the book corner.
- The nursery has good transition processes in place. This ensures that children who are joining the nursery and those leaving for school are well supported. They work in partnership with the local school and share information with them as appropriate. There is a good settling-in procedure in place at the nursery. Consequently, children are happy and settled. They have good relationships with their key people, who know them well.
- Parents speak very highly of the nursery. They comment on the setting's effective communication strategies and feel well informed about their children's learning and development. Parents are happy with the daily activities on offer and enjoy seeing what their children have been learning on the digital app. Parents are aware of who their child's key person is and feel that the manager is very approachable should they want to share any concerns. Parents have the opportunity to give feedback through regular questionnaires. They are happy with the care that their children receive.

Safeguarding

The arrangements for safeguarding are effective.

The manager ensures that all staff have a good understanding of safeguarding practices. They understand the signs and indicators of abuse and what to do should they feel that a child's safety and/or welfare is at risk. Staff have recently had training on female genital mutilation and 'Prevent' duty. The manager has frequent meetings with staff to ensure that knowledge is kept up to date. There is a good induction process in place, and all new staff feel well informed before starting work at the nursery. The manager conducts daily risk assessments to ensure that children's safety remains paramount.

What does the setting need to do to improve?

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

- ensure a clear intent for the sequenced teaching of mathematics across the nursery
- review staff deployment regularly to ensure that children's learning needs are consistently met.

Setting details

Unique reference number	EY345022
Local authority	Leeds
Inspection number	10279750
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	55
Number of children on roll	74
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Telephone number	0113 236 0862
Date of previous inspection	1 August 2017

Information about this early years setting

Kindercare (Hgte) Ltd registered in 2006. The nursery employs 13 members of childcare staff. Of these, six hold appropriate early years qualifications at level 2, 3 or 6. The nursery opens from Monday to Friday, all year round, with the exception of bank holidays. 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

Yvette Brown

Inspection activities

- This was the first routine inspection the nursery 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 nursery.
- The manager and the inspector had a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector carried out a joint observation of general provision with the manager.
- Staff spoke to the inspector, and parents shared their views of the nursery during the inspection.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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