

Inspection of Kindercare (Hgte) Ltd

201 Otley Road, Far Headingley, Leeds, West Yorkshire LS16 5JY

Inspection date: 13 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 receive a welcoming smile and cheerful greetings from staff as they arrive at nursery. They enter happily and eager to play. Staff are respectful, kind and nurturing. They tailor settling-in visits and the care they provide. Babies and children feel settled and safe. They develop trusting relationships with their consistent key person. Children's emotional well-being is strong. Their uniqueness, ethnicity and home languages are valued and supported in this inclusive nursery.

Children in the pre-school room join the nursery council. They enjoy the responsibility of decision-making. Children discuss what they like and do not like, ideas for new play resources, meals and snacks, and how they think the nursery can be improved. The manager and staff respect and value children's contributions. They act on the decisions that children make, wherever possible.

Staff have high expectations of what children can achieve, overall. Babies excitedly crawl after balls that staff roll for them. Older children speak confidently to visitors. They tell them how they are 'mixing sand, water and foam to make cement'. Children concentrate well. They use the 'cement' to stick bricks together to build a tower. Children are interested and motivated in their learning. Their behaviour is excellent.

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

- The manager and staff provide a very inclusive nursery for all children. They cater for and support children's individual dietary needs incredibly well. Children with special educational needs and/or disabilities make swift progress. Staff set targets to help them develop their knowledge and skills. Staff work closely with other professionals and parents to ensure a consistent approach for children's learning. The manager uses additional funding effectively.
- Children listen attentively to the stories that staff read throughout the day. They accurately recreate story time on their own. One child takes on the role of the storyteller, while other children listen. Children confidently name the story title as 'The Smartest Giant in Town'. Children use their knowledge of the story and the pictures as prompts to help them recall the story. Children are highly motivated. They develop strong foundations to support their future reading skills.
- Staff support children's language development well, overall. They introduce new words such as 'dissolve' and 'helipad' to help extend children's vocabulary. Staff engage children in conversations about their paintings and the models they build. However, there are some inconsistencies in how children's communication and language skills are supported. For example, in the baby room, some staff do not always respond swiftly to babies' communication. Occasionally, staff working

with older children ask too many questions in close succession. Children do not always have enough time to think and answer.

- Parents speak very positively about the nursery. They describe how staff use their children's interests to help them settle and learn. For example, staff use children's favourite stories to create a cosy space for them to feel secure. Parents are kept informed about their children's learning through daily discussions, the parent app, parents' evenings and written developmental reports. Parents describe the nursery as having a 'nice friendly atmosphere with consistent staff'.
- Staff provide a strong and sequenced curriculum to support children's personal, social and emotional development. They consistently encourage children's independence and successfully build on their existing skills. Babies learn to feed themselves using a spoon, young children develop their skills in pouring their own water from small jugs, and older children serve their own food from dishes at lunchtime. They also select their own breakfast cereal, turn the handle on the dispenser to fill their bowls, and pour their own milk.
- Children enjoy rich and varied learning experiences at nursery. This includes learning how to do yoga, which helps to develop their body strength. Staff and visitors teach children how to play rugby. Children enjoy learning how to throw the rugby ball correctly and how to work as a team. They develop excellent physical control and coordination of their bodies. Children are taught basic first aid, such as how to put a bandage on. They are also learning to speak Spanish. Children develop skills for life.

Safeguarding

The arrangements for safeguarding are effective.

The manager ensures that staff understand how to keep children safe from harm. Staff know the procedure to follow should they have concerns about the welfare of a child. They are confident in how to raise the alarm should they have concerns about the behaviour of any staff. The manager implements robust recruitment, induction and supervision procedures to ensure that all staff are suitable and understand their role. Children learn how to keep themselves safe. Staff teach them how to hold the handrail when walking down the stairs to the garden. Staff are vigilant. They ensure the premises are safe and secure. Children cannot leave the building unsupervised, and no one can enter without first being checked by staff.

What does the setting need to do to improve?

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

- strengthen teaching to ensure that all staff consistently support babies' and children's communication and language skills.

Setting details

Unique reference number	501898
Local authority	Leeds
Inspection number	10264179
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	130
Number of children on roll	86
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Telephone number	0113 275 5891
Date of previous inspection	7 June 2017

Information about this early years setting

Kindercare (Hgte) Ltd registered in 1999. The nursery employs 17 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3, and two hold qualifications at level 2. The nursery opens from Monday to Friday, all year round. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Angela Sugden

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 provider.
- The manager and the inspector completed a learning walk together. The manager discussed the curriculum provided and told the inspector about what she wants the children to learn in each room of the nursery.
- Children spoke to the inspector about their learning during the inspection.
- The inspector observed the quality of education that children experience and assessed the impact this has on their learning.
- Parents told the inspector, through discussion and written feedback, how their children's learning is supported and how staff keep them informed.
- The manager and the inspector carried out a joint observation. They discussed teaching and the impact of this on children's learning.
- The inspector spoke with the manager, area director, quality adviser, staff and trainees 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.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2023