

Inspection of Kindercare (Hgte) Ltd

31 South Drive, Harrogate, North Yorkshire HG2 8AT

Inspection date: 21 November 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are greeted warmly by staff when they arrive at the nursery. They are keen to go and find their friends. There are plenty of cuddles and reassurance for children who are a little unsettled or new to the nursery. Throughout the day, children are treated with the utmost kindness, care and respect by the nurturing staff team. There is a strong emphasis on supporting children's emotional development. Books and activities help children to explore and understand their feelings. Children are also helped to resolve conflicts, as staff talk to them about taking turns and sharing. Children beam with pride when they are praised for being kind and helpful. This promotes children's self-esteem.

The nursery environment is designed to support children to become confident, independent learners. Activities are varied and interesting. Babies are encouraged to listen to the sounds they can hear when they shake different bottles. Toddlers concentrate as they practise making marks with paintbrushes in a tray filled with sand and water. Two-year-old children become nature detectives as they hunt outside for spiders' webs and snails. Pre-school children solve problems as they work out how to build a cave for their dinosaurs.

Partnerships with parents are effective. Parents welcome the information they receive about their children's care and learning. They recognise the strong bonds their children make with staff.

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

- Staff share a common understanding of how to support children to make progress. Learning opportunities are put in the correct order, building on children's starting points. This enables staff to identify individual children's next steps. In the baby rooms, the priority is to ensure that children develop strong attachments. For two-year old children, the provision centres around supporting children's speech and communication. In the pre-school rooms, children are well prepared for their move to school.
- Staff's skilful interactions with children make learning fun and meaningful. They use their knowledge of individual children's interests to set up effective learning opportunities. Staff introduce new vocabulary as children play. They question the children to help develop their thinking skills. Children are always given time to respond. Where children are not making as much progress as others, additional support is put in place. Staff work closely with parents and other professionals to ensure that children's needs are being met as effectively as possible.
- Throughout the nursery, children are developing a love of books. Staff regularly sit with children to share a favourite story. There is also a lending library

available, so parents can take books home. These have been carefully selected to cover themes, such as toilet training, dealing with illness and managing emotions. Rhymes and songs are also used effectively by staff to support children's learning. Babies giggle as they are helped to join in with the actions of familiar songs. Older children learn about the days of the week from a rhyme.

- Daily routines in the different nursery rooms are carefully planned around the children's needs. There is a good balance between children being able to play independently, and to take part in activities led by a member of staff. In the pre-school room, younger children are supported effectively, so that they can start to take part in circle time. However, at times, children miss out on learning opportunities. For example, a large group of children must wait until everyone has taken off their coats and shoes, and washed their hands before going back to the playroom. Similarly, it takes too long for meals to be served, with some children becoming restless.
- Children benefit from regular opportunities to develop their physical skills in the secure outdoor areas. Here they can run around, climb on the apparatus and practise using balance bikes and tricycles. They also visit larger local outdoor spaces. Children are taught the importance of washing their hands before eating. Nursery meals are healthy and nutritious. Play activities are designed to help children to understand which foods should only be eaten occasionally, as treats. However, at times, staff are inconsistent about their approach to promoting healthy eating.
- The nursery is led by a strong and dedicated management team. The well-being of staff is supported extremely effectively. Staff explain that they enjoy working at the nursery. New staff receive a thorough induction. More established staff have opportunities to develop professionally. Leaders and staff reflect on their practice and identify aspects of the nursery they would like to develop.

Safeguarding

The arrangements for safeguarding are effective.

Children's safety is at the heart of the nursery. Regular training supports staff's knowledge and understanding of any indicators of abuse. As a result, they can confidently identify signs a child may be the victim of sexual abuse, neglect, or exposure to extremism. Staff know how to report any concerns. This includes the procedure to follow, should there be an allegation against a staff member. There are robust procedures in place to report and monitor accidents. Staff carry out regular risk assessments, both inside and outside. Staff are alert to dangers and risks when they supervise children.

What does the setting need to do to improve?

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

- develop daily routines further, so that children are more actively engaged in learning throughout the day
- support children's understanding of healthy eating even more, by ensuring staff provide consistent messages about the foods that are good for them.

Setting details

Unique reference number	400147
Local authority	North Yorkshire
Inspection number	10261763
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	44
Number of children on roll	63
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Telephone number	01423 560054
Date of previous inspection	29 November 2018

Information about this early years setting

Kindercare (Hgte) Ltd registered in 1995 and is situated in Harrogate, North Yorkshire. The nursery employs eight members of childcare staff. Of these, one holds an appropriate early years qualification at level 2, four have level 3 and two have level 6, including one with early years professional 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

Jan Batchelor

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.
- Children communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the nursery with the inspector.
- 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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