

Inspection date	23 January 2019
Previous inspection date	27 January 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children arrive confidently to this inviting nursery. Staff greet children warmly and find out information from parents about children's interests and experiences at home. This helps them to plan activities that motivate children to learn. Children make good progress in their development.
- Partnerships with parents are a key strength of this nursery. Parents are kept informed about every aspect of their child's care and education. Parents speak very highly of the care their children receive and how well staff support families. They report that they are kept up to date with their child's progress.
- Staff build strong relationships with children. For example, they respond quickly and sensitively to children's needs and offer them cuddles when needed. Furthermore, staff listen carefully to children and praise their contributions so that children feel valued. This helps children to feel relaxed and safe, and to engage in new experiences.
- Staff regularly observe and assess children's learning. They plan activities that reflect children's interests and build on what they need to learn next. Two-year-olds show high levels of interest in making cakes that they are playing with. Staff successfully encourage them to use words and simple sentences to describe how they make them.
- Opportunities for staff to share ideas and develop their practice are not sharply focused on improving the overall consistency of quality of teaching.
- Staff do not always provide opportunities for children who speak English as an additional language to develop and use their home language in play and learning.

What the setting needs to do to improve further

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

- provide further opportunities for children to develop and use their home language in play and learning
- embed the new system for performance management to provide staff with opportunities to share good practice and improve the overall quality of practice to the highest levels.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery deputy manager.
- The inspector held a meeting with the nursery management team. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Eileen Grimes

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff demonstrate a good understanding of how to protect children in their care. They identify the signs and symptoms of abuse and know how to proceed if they have any concerns about the welfare of a child. Ratios are maintained and children are well supervised indoors and outdoors. The well-qualified team works effectively together and has a high expectation of achievement. Parents are aware of their children's development through regular meetings with staff. They are encouraged to share their experience of children's learning at home. Children's progress is monitored by members of the management team, who use this information to promote children's learning. The manager has developed strong links with local schools, helping children to benefit from a consistent and supportive move on to school.

Quality of teaching, learning and assessment is good

Staff discuss with parents what children already know and can do when they first start at the nursery. This helps staff get to know children and plan for their continuing progress. Children are happy and actively engaged during their time at the nursery. The indoor space is particularly well resourced. Children are confident to explore their environment and make their own play choices. For example, they eagerly engage in imaginative play. Staff make suggestions and provide resources to expand children's play. Overall, staff support children well in developing their language and communication skills. For instance, they get down to children's level, model language and add words to their vocabulary.

Personal development, behaviour and welfare are good

Staff help children to develop good independence skills from a young age. Children are keen to do things for themselves and are confident in managing some age-appropriate tasks well. For instance, at snack time, younger children choose fruit and drinks. They carry these to the table and sit with their friends, feeding themselves confidently. Staff capture opportunities to help children learn to keep themselves safe. For example, they talk to children about the importance of using knives carefully as they cut up fruit for fruit kebabs. Staff provide a variety of opportunities for children to gain fresh air and exercise to support their physical health. For instance, children enjoy playing outside as they investigate and work out how to free ice that is inside their building bricks.

Outcomes for children are good

All children develop skills for their next steps in learning, such as starting school. They make good progress from their starting points. Children play well together, make friends and have good social skills. Older children work together well to solve problems, such as how to change the nappy on the doll in the home corner. They recognise letters to form simple words. Younger children listen attentively to stories and join in with familiar songs and nursery rhymes. Babies explore resources that interest them, such as ice, and are developing their emerging physical skills, such as balancing and walking.

Setting details

Unique reference number	EY300452
Local authority	North Yorkshire
Inspection number	10068972
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	0 - 10
Total number of places	126
Number of children on roll	95
Name of registered person	Kindercare (Harrogate) Limited
Registered person unique reference number	RP910667
Date of previous inspection	27 January 2014
Telephone number	01765 698869

Kindercare Ltd registered in 2005. The nursery employs 12 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3 and above, including one with an early years degree. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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