

# Inspection of Kindred Cambourne

2 High Street, Great Cambourne, CAMBRIDGE CB23 6BJ

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Inspection date: 20 November 2024

<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	Not applicable

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

### **The provision is good**

Children of all ages are happy to arrive and enjoy their time in this friendly nursery. The enthusiastic staff greet children warmly and chat to them about the day ahead. This supports children to settle swiftly in this stimulating environment. Young babies form particularly close bonds with the nurturing staff. They cuddle up to their attentive key staff while exploring stories and seek them out for comfort when tired.

Staff provide a wealth of activities and learning opportunities that are age-appropriate and centred around children's interests and development needs. Babies delight at exploring different textures in sensory play and immerse themselves in a painting activity. Older children practise their mathematical skills measuring ingredients to make their own modelling dough. This well-considered planning supports all children to remain engaged in play throughout their time at the nursery.

Children are confident and approach all activities and learning opportunities in a positive manner. Staff encourage this optimistic behaviour by ensuring their teaching is well sequenced and builds on what children know and can do. This is demonstrated particularly well in the pre-school room, where staff plan a curriculum that provides appropriate challenge for all children. For example, children select fabric letters that correspond to those in their name. They sound them out and practise linking the sounds together. Once confident in these skills, children are keen to have a go at writing the letters for themselves.

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

- Staff place a sharp focus on developing children's language and communication skills. Babies are exposed to new vocabulary at every opportunity and confidently use sign language to communicate their needs. Staff working with toddlers routinely extend children's vocabulary by role modelling alternative words during conversations. Pre-school children are encouraged to develop confidence in their language development. Staff create opportunities for them to engage in group discussions and share their thoughts and ideas.
- Leaders conduct regular appraisals with all staff and have a realistic assessment of the team's strengths, areas for development and their individual needs. Action plans are put in place to promote staff practice and monitor well-being. For example, leaders discuss effective recruitment processes and how staff spend time in different rooms to role model their skills for colleagues. However, processes that support staff working with older babies and toddlers to recognise areas for development and drive practice to an exceptionally high level are not yet fully embedded in practice.

- Leaders are committed to enhancing the care they provide for all children. They evaluate practice regularly and make well-considered changes. For example, staff and leaders have recently adapted snack routines so they do not interrupt children's learning and exploration. Their ongoing monitoring has identified that children are less frustrated at having to leave their play. As a result, behaviour amongst children has improved.
- All staff demonstrate a deep understanding of children in their care. Key staff confidently discuss children's personalities, strengths and areas for development. They use this knowledge well to support the specific needs of children. For example, in the toddler room, staff create well-sequenced opportunities that promote the social and emotional development of quieter children. They explore feelings in small groups before inviting others to join in discussions.
- Parents are complimentary about the staff and the care they provide. They value the support they receive, such as home-learning packs and access to video advice from experienced staff. These give parents ideas on how to deal with challenging situations, such as potty training. Parents are encouraged to engage in their children's learning. They attend play sessions within the nursery and have access to an online communication platform. Staff use this to share information about children's learning and development and further support children's progress at home. However, the quality of information shared is variable, specifically the progress checks that are completed when a child is aged between two and three years.
- Leaders and staff develop effective relationships with other professionals. This is particularly well observed when supporting children with special educational needs and/or disabilities. Leaders work closely with a range of professionals to introduce strategies that support children's specific learning and emotional needs. Strong partnership working with local schools enables pre-school children to become familiar with their new surroundings, settle well and continue making good progress.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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

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

- enhance and embed effective methods of coaching to support staff to identify areas for development and raise the quality of their practice to a consistently high level across all areas of the nursery.

## Setting details

<b>Unique reference number</b>	2688822
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	10360147
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years 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>	110
<b>Number of children on roll</b>	117
<b>Name of registered person</b>	Kindred Education (Cambridgeshire) Limited
<b>Registered person unique reference number</b>	RP520591
<b>Telephone number</b>	01954 719440
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Kindred Cambourne registered in 2022. The nursery employs 24 members of childcare staff, 15 of whom hold an appropriate early years qualification at level 3 or above. The nursery operates from 8am until 6pm, Monday to Friday, for 51 weeks of the year. The nursery provides funded early education for children aged between nine months and four years.

## Information about this inspection

### Inspector

Antonia Campbell

## Inspection activities

- The inspector considered the views of parents by speaking to several during the inspection and viewing feedback letters.
- The inspector held discussions with leaders and looked at relevant documents, including evidence of the suitability of all staff.
- The inspector observed the interactions between staff and children during activities.
- The inspector observed the quality of teaching to assess the impact on children's learning.
- The inspector and leaders completed a joint observation of an activity to assess the quality of teaching.
- The inspector held discussions with staff about the monitoring of learning and development in the setting and tracked the progress of several children.

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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