

Inspection of Kindred Huntingdon

Poplars Farm, 42 Thrapston Road, Huntingdon, Cambs PE28 4TD

Inspection date: 10 January 2024

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 confident individuals who thrive in the staff's care. They have formed strong attachments to their key person, who provides the security for them to become absorbed in their learning and play. Staff provide babies with warm, consistent care and respond to their needs. They make sure they stay close by, comforting babies when they are tired or upset. Children eagerly share their thoughts about their experiences at the nursery. They explain that lunchtime is their favourite and that the lunch is in their tummy.

Leaders have designed a curriculum that ensures every child has a good start to their education. Staff have a good knowledge of their key children and use information from their observations of children to guide their planning. Staff help children to think about keeping themselves safe. Together, they discuss the importance of tidying up toys, so they do not trip over. Children are beginning to understand their feelings and learn to manage their behaviour with considered support from staff. Children follow the good example set by staff, who gently remind them of the rules. Staff praise children's efforts and children readily celebrate each other's achievements. This helps build their confidence and reinforces their positive attitudes to learning.

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

- Children, including those with special educational needs and/or disabilities, make good progress. Additional funding, such as early years pupil premium, is used effectively to support children and reduce any differences in their learning. Staff work closely with parents and other professionals to review children's next steps, which helps them to decide what to teach children.
- Children enjoy listening to well-read stories. They enthusiastically join in, saying the familiar words. Staff recognise the importance of reading to children and share this with parents, encouraging them to read or look at books with their child at home. This provides children with good opportunities to hear lots of words, which contributes significantly to their future success.
- Children develop their physical skills as they learn to balance, control their muscles, and allow space for one another as they scoot along on ride-on toys. Staff support younger children as they try to walk across the 'bridge', encouraging them to persevere.
- Children join in with great enthusiasm, singing familiar songs and rhymes, which provide them with good opportunities to use their voices. They enjoy listening to stories and staff encourage them to think what happens next. Babies bounce up and down with delight as staff sing songs to them.
- Mealtimes are social occasions where children and babies relish the freshly made meals and snacks. Staff make the most of the opportunity to interact with

children, who enjoy talking about their day. However, some mealtimes for older toddlers are less well organised, which means they do not consistently benefit from the same social experiences.

- Children are very independent for their age. They competently manage their personal needs, putting on their shoes or washing their hands. Staff show children how to complete simple tasks and this helps children to master new skills.
- Children are developing good communication skills. They have acquired a wide vocabulary, which they use readily. Staff talk to children during activities, ensuring that they pronounce words correctly, and ask questions that engage children's thinking.
- Staff work well together, and their morale is good. The manager values the staff team and provides effective support. Staff enjoy working at the nursery and say they feel valued and supported to do a good job. However, the leadership team has not sought further ways to help all staff develop a deep knowledge of teaching and learning.

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:

- review the implementation of the changes to the organisation of mealtimes for older toddlers and evaluate the impact of those changes on the quality of children's experiences
- continue to build on the already good practice, seeking further ways to enhance staff's professional development that focus on deepening their knowledge of teaching and learning.

Setting details

| | |
|--|---|
| Unique reference number | EY483172 |
| Local authority | Cambridgeshire |
| Inspection number | 10326329 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register |
| Day care type | Full day care |
| Age range of children at time of inspection | 0 to 4 |
| Total number of places | 100 |
| Number of children on roll | 127 |
| Name of registered person | Kindred Education (Cambridgeshire) Limited |
| Registered person unique reference number | RP520591 |
| Telephone number | 01480458204 |
| Date of previous inspection | 30 July 2019 |

Information about this early years setting

Kindred Huntingdon registered in 2021 and is situated in the village of Brampton, near Huntingdon. The nursery employs 24 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3. 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

Emma Bright

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 inspector observed activities indoors and outside and assessed the impact these have on children's learning.
- The manager and the inspector completed a learning walk together to discuss and understand how the early years provision and the curriculum are organised. The inspector completed a joint observation with the manager.
- The inspector had discussions with staff at appropriate times during the inspection. She took account of parents' views through verbal feedback.
- Children told the inspector about what they like to do when they are at nursery.
- A meeting was held between the inspector, the manager, deputy manager and area manager. The inspector looked at relevant documentation, including evidence of the suitability of staff.

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 2024