

Inspection of Kindred Cambridge

2a Stretten Avenue, CAMBRIDGE CB4 3EP

Inspection date: 20 January 2025

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy and secure, responding to the warm, nurturing environment created by staff. The sensitive settling-in procedures support children in building strong bonds with staff and feeling comfortable at the nursery. Children reflect the positive, enthusiastic attitude of staff and are eager to play and learn. For example, children work together to use guttering to make a track for the toy cars. Their enthusiasm inspires others to join in and they extend the track to go further around the garden, persevering when this does not always go as planned.

Staff are good role models and have high expectations of children's behaviour. Children respond to this and show a mature understanding of how to manage their behaviour and how this affects others. They work harmoniously together. For example, when mixing colours, children share the resources and listen carefully as others explain their findings. Ongoing explanations support children in developing a practical understanding of safety. For instance, children engaged in an activity to run toy cars up and down paper on the wall talk about the possible risks and allow one another plenty of space. Daily discussions and specific activities, such as cleaning model teeth, support children in understanding healthy lifestyle practices.

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

- Staff report that they enjoy their work. They receive effective supervision, which sensitively supports their well-being and aids them in developing their practice. Staff continuously review their work and make pertinent changes, for example, to ensure that resources reflect children's interests.
- Staff understand the nursery's practical curriculum and adapt this for each age group. They assess children well so that they understand what they are learning and can plan the next logical steps in this journey. Staff offer children an extensive selection of activities that reflect their interests and support them in making good progress. Their robust tracking aids staff in addressing any weaker areas of children's learning and in using additional funding effectively.
- Staff sensitively support children in expressing their emotions and ideas, valuing their contributions. For example, older children talk about feeling sad and what they can do to feel better, deciding that keeping busy and doing something they love help. This leads to a discussion about making cupcakes and staff note this and include it in the planning.
- Children of all ages easily access books. They enjoy reading these independently and with staff. For example, children read a favourite story and act this out using props. Children often refer to reference books for further information, such as learning about different wind instruments and the sounds they make.
- Children enjoy many opportunities to learn about differences. For instance, they share photographs of their weekend when they take home the nursery teddy.

Children note the differences in family composition, events and traditions.

- Staff support children well in developing good language and communication skills. They respond to babies' non-verbal communication and to their babbles. They ensure that children have lots of interesting things to talk about. For example, older children arrange toy dinosaurs, describing how they are 'on top of the hill'.
- Staff usually encourage children to extend their play and thinking. For instance, staff help children to think about the vegetables they want to grow and how to protect these from the birds. However, this is not consistent and staff do not always encourage children to extend their thinking and learning to the maximum.
- Staff usually encourage children's independence. For example, children collect their plates and cups at dinnertime. However, on occasion, staff do things for children that they could do themselves, such as putting on children's coats and serving their food. This confuses children and does not fully promote their independence.
- Staff build very good partnerships with parents. They communicate well, making good use of shared information to fully understand children. Staff support parents in building on their children's learning. For instance, they lend resources to use at home. Parents speak highly of the nursery, particularly noting the good settling-in procedures and the 'nurturing, enthusiastic staff'.

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:

- support staff to consistently build on children's skills and learning
- support staff to understand and consistently follow the nursery's agreed approaches to promoting children's independence.

Setting details

Unique reference number	2688828
Local authority	Cambridgeshire
Inspection number	10367868
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	51
Number of children on roll	78
Name of registered person	Kindred Education (Cambridgeshire) Limited
Registered person unique reference number	RP520591
Telephone number	01223 578608
Date of previous inspection	Not applicable

Information about this early years setting

Kindred Cambridge registered in 2022 and is one of many nurseries managed by this company. The nursery employs 14 members of permanent childcare staff. Of these, five hold appropriate early years qualifications at level 3 or above, including one with early years professional status. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides government funded early years education for all eligible children.

Information about this inspection

Inspector

Kelly Eyre

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked about their curriculum and what they want the children to learn.
- The inspector observed staff interaction with children during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- Meetings were held between the inspector the manager and area manager.
- The inspector looked at relevant documentation and saw evidence of the suitability of staff.
- The inspector held discussions with staff, children and parents at appropriate times during the inspection and took account of their views. She also viewed written feedback from parents.

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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