

# Kids 1st - Wynyard

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY364035
<b>Inspection date</b>	13 May 2008
<b>Inspector</b>	Josephine Ann Northend
<b>Setting Address</b>	2 Wynyard Avenue, Wynyard Park, Wynyard, Billingham, TS22 5TB
<b>Telephone number</b>	01914 618877
<b>E-mail</b>	wynyard@kidsfirst.net
<b>Registered person</b>	Kids 1st Day Nurseries
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Kids 1st Wynyard is a full day care facility operated by Kids 1st Day Nurseries, a limited company with six other settings registered. The provision operates from purpose-built premises in Wynyard Park, Wynyard in Billingham. There are seven care rooms, each with associated facilities, and staff and office accommodation, arranged in a single storey building. The setting has enclosed outdoor play areas accessed from the childcare rooms.

The nursery serves the needs of children from the local community and surrounding areas whose parents work in the locality. The facility is registered to provide full day care for a maximum of 108 children, aged under eight years, and of these 48 may be under two years. There are currently 80 children on roll and of these, seven receive funding for nursery education.

The nursery is open each weekday between 07.30 and 18.00 all year round. One member of staff is working towards a childcare qualification and all other staff are appropriately qualified. Three members of staff currently working towards further qualifications. The setting receives support from the local authority.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

Children's physical development is supported well, with opportunities to play outdoors each day. Children enjoy the out of doors and use a range of appropriate resources including wheeled toys, tyres, slide and balancing logs. They also have opportunities to take part in outside creative and imaginative play. Children can rest or be active according to their individual needs. They are beginning to learn the importance of good hygiene through daily routines. Children are encouraged to wash their hands regularly before meals and snacks and after using the toilet, and understand why they need to do so. Staff set a good example as they use protective gloves and aprons during nappy change procedures and wipe the mat after each use. This prevents the spread of cross infection.

Good standards of cleanliness are maintained to ensure children are cared for in a warm, clean environment and the effective use of a sick children's policy prevents the risk of spreading infection. Parents are very aware of the policy in place. Good systems are used for the recording of accidents and medication. First aid requirements are met well as all members of staff hold a relevant first aid qualification.

Children receive healthy and nutritious meals and snacks, which include fresh fruit and vegetables each day. Staff are aware of and meet children's individual dietary needs. The cook works closely with nursery staff to provide a varied range of meals that the children enjoy. Children begin to understand the benefits of a healthy diet through discussions and activities. Drinks are available throughout the nursery day and can be accessed independently by older children.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in a clean, warm and welcoming environment. The purpose built nursery is spacious and children have direct access to outside play from the childcare rooms. They move around freely while easily accessing a good range of safe, developmentally appropriate furniture and equipment. The equipment is clean and checked regularly to ensure that it remains safe for children to use. The excellent range of toys is suitably organised in child-height furniture to encourage independent access. However, one of the rooms for children under two years does not have any domestic style furniture to assist children in developing mobility and to continue normal life experiences.

There are clear lost and uncollected-child policies in place and the security of the premises is good. The record of visitors is completed well and emergency evacuation procedures are displayed. A fire drill is practised regularly with the children. Risk assessments are completed and most safety hazards have been minimised. Staff promote safety well, they supervise the children closely and teach children to learn about how to stay safe, for example, why they should not run around inside.

The welfare of children is protected. Child protection procedures are in place that include the procedures to be followed in the event of an allegation against staff. Staff have a sound understanding of their role and responsibilities under child protection. The policies and procedures in place are shared with parents and staff.

## **Helping children achieve well and enjoy what they do**

The provision is good.

Children enjoy their time at the nursery, they arrive happy and settle well. Close and caring relationships with staff increase the children's sense of trust. Children take the next steps to their individual play and learning progress because staff know the children well. Communication skills with children are well supported through good adult to child interactions. Staff encourage children to talk about what they are doing and sensitively support language development with younger children.

Staff have a sound understanding of the 'Birth to three matters' framework and are using it well to plan an interesting and varied range of activities. It is also used for the assessment of children's progress. Activities and play opportunities are purposeful and developmentally appropriate resulting in children being motivated and interested. Resources are easily accessed, age appropriate and interesting. Children's self-esteem is developing because of the staff encouraging, praising them, and valuing what they have to offer. This means children's personal, social and intellectual development is well fostered and supported.

### **Nursery Education**

The quality of teaching and learning is good. Children are making good progress towards the early learning goals. They enjoy their time at nursery and achieve well because staff use their high understanding of the Foundation Stage curriculum to provide appropriate challenge for all children. Staff have completed relevant training and are confident in the delivery of the curriculum. Broad and balanced ranges of activities are planned across all six areas of learning in order to meet children's individual learning needs. Assessment records, which link children's progress to the stepping stones, are in place and are dated to show children's progress. The information from assessment records is used to inform future planning and staff know the next steps needed for children's learning. Staff use good questioning skills to challenge children and further extend their thoughts and ideas. They involve themselves well in children's activities and offer good support and praise.

Children are very happy and settled. They are confident within the pre-school group and show good concentration in their selected activities. Children have good relationships with staff and are developing good relationships with each other. They are generally well behaved and they respond well to the good support they receive from staff. Circle time is sometimes used to encourage children to explore their feelings. Children use good manners throughout the day, for example, as they use please and thank you appropriately. They talk confidently about their home lives and the local community. They know where they live and how to contact emergency services. Children are developing their understanding of other's cultures and the wider community through planned activities, visits out and receiving visitors to the setting. For example, a fire officer visit to the nursery is planned in line with the current topic.

Children speak clearly and confidently, ask questions and talk about what they are doing. They communicate well with staff and each other and staff support them well with linking sounds to letters, for example, as they play games that encourage children to recognise the initial sounds of words. Self-registration is used well by the children. Books are readily available; children handle them well, turning the pages correctly and they listen attentively during story times. Children have favourite stories and point out features in the stories. They hold pencils correctly and form recognisable marks. Children use mark-making opportunities well throughout many activities in the childcare room.

Children are developing their understanding of the days of the week and features of the weather. They plant and care for seeds and plants and explore insects in the garden. Children use good self-care skills as they wash their own hands, pour their own drinks and are supported with putting on their own coats and shoes. They also competently serve their own lunch. They are developing health and bodily awareness, as they understand where germs come from and what foods are good for them.

Children have access to a computer, use the mouse with good control and confidently complete a simple programme. They are developing a good understanding of numbers and use counting within daily activities. They confidently count beyond 10 by rote and can count objects up to and beyond five. Children know how to use a tape measure and they use size language such as long and short as they measure pipes and plot the growth of their sunflowers. Children recognise and name many shapes and they use mathematical concepts in their play, for example, full and empty within water play.

Children extend their large physical skills well, through a variety of experiences including daily use of the outdoor play area. They climb steps competently as they access the slide. They ride tricycles confidently, skilfully kick balls and balance on logs. Children enjoy music, movement and drama sessions, for example, moving to music like flames. Children design structures confidently and are developing their small manipulative skills as they confidently use scissors and small tools. They use their senses to explore a variety of materials including sand, water, paint and play dough. They have easy access to a good range of creative resources. They can recognise and name many colours, for example, they point out the colour of the dress a character in a book is wearing. Children use their imagination well in their play, for example, as they pretend to be firemen; the fire and emergency theme is strongly evident in their play. They have regular access to musical instruments and confidently join in with familiar nursery and action rhymes.

### **Helping children make a positive contribution**

The provision is good.

Children are warmly welcomed and staff ensure resources are readily available. Children learn about the local community as they receive visitors to the setting. Planned activities are undertaken and a good range of resources are available reflecting other cultures and races. This helps increase children's awareness of diversity and develops a positive attitude to others. The staff's understanding of each child's needs is used well to encourage a sense of security and belonging. There is a clear special needs statement in place together with an identified special needs co-ordinator, who has received relevant training. There are clear systems in place to support children with physical disabilities and learning difficulties.

Children are generally well behaved and polite in response to the expectations of staff. There is a clear behaviour management policy in place, which promotes the use of positive behaviour management strategies. Children are learning to share and take turns. Their understanding of right and wrong is increased through the gentle reminders they receive from staff. This means children's spiritual moral, social and cultural development is fostered.

Partnership with parents is good. Children benefit from the two way sharing of information about their needs and daily routines. Parents' information is displayed and they have good access to the setting's policies and procedures. They receive weekly written feedback and a report at the end of the term. Parents receive written information about the Foundation Stage and are encouraged to become involved in their child's learning at home. However, formal

systems to involve parents in the initial assessment of their child within the Foundation Stage curriculum are not yet in use.

## **Organisation**

The organisation is good.

Space is used well to support play opportunities for children, this contributes to them being happy and settled. Children are able to move around confidently and independently and initiate their own play and learning. Adult-to-child ratios are met and there is a key worker system in place. Staff are clear about their roles and responsibilities. There are robust staff recruitment and vetting procedures and clear induction procedures in place. This ensures children's welfare is safeguarded.

Required documents are in place and are stored confidentially. Policies and procedures support good practice. They are shared well with staff and made available to parents to promote the care, learning and welfare of the children.

The leadership and management of the nursery education is good and promotes the children's learning. Most staff have early years qualifications and the pre-school staff have good knowledge of the Foundation Stage curriculum. The management promotes staff attendance at relevant training. The knowledge gained by staff is used to enhance children's care and welfare. Staff appraisals are undertaken annually and regular staff meetings are held. This enables the manager to identify the strengths and weakness of the provision. She is enthusiastic and a good role model to the staff team. The manager has a strong understanding of the Foundation Stage curriculum and promotes the achievement of all children. Consequently, children's progress towards the early learning goals is good.

Overall, the provision meets the needs of the range of the children for whom it provides.

## **Improvements since the last inspection**

Not applicable.

## **Complaints since the last inspection**

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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## WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- make sure domestic style furniture is available in the 15 months to 2 years room to assist children in developing mobility and to continue normal life experiences.

### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- make sure the formal systems to include parents in the initial assessment of their child in the Foundation Stage are used.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)