

# Kids 1st - Wansbeck

Inspection report for early years provision

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**Unique reference number** EY283628  
**Inspection date** 13/10/2008  
**Inspector** Jim Bostock

**Setting address** Wansbeck General Hospital, Woodhorn Lane, Ashington,  
Northumberland, NE63 9JJ  
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**Type of setting** Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

Kids 1st - Wansbeck was registered in March 2004. It operates from a purpose-built building within the grounds of Wansbeck General Hospital, in Ashington. The premises have a closed-circuit television security system throughout the building and security pads at the entrance of the building.

There are four rooms to cater for the children aged nought to eighteen months, two rooms for children aged eighteen months to three years, and two rooms for children aged three to five years. The nursery also has a dining room which can also be used for active play, two sleep rooms, nappy changing areas and toilet areas. There are two outdoor play areas for children. There is a parents room and full staff facilities. Kids 1st - Wansbeck has 30 places allocated for National Health Service workers in Northumbria and all other places are available for anyone wishing to apply.

There are 25 permanent members of staff to care for the children and they all have early years qualifications. The group receive funding for children aged three and four. The group opens five days a week from 07:00 to 18:00, 52 weeks of the year and caters for parents variable working hours. The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

At the time of inspection there were 132 children on the roll, the majority of whom attend on a part-time basis. The nursery caters for children with learning difficulties or disabilities and children with English as an additional language.

## Overall effectiveness of the early years provision

Children make good progress in learning and development. They are very happy, settled and confident. They settle quickly because staff understand their individual needs. All children are welcomed and staff treat them with equal respect regardless of culture, background and gender. The policies and procedures generally support inclusive practice; however, staff do not have a sound understanding of how to provide for those with English as an additional language. Parents are able to support children's learning and development as they have access to good information about the activities and progress their children are making. The nursery is committed to continuous improvement and is regularly developing systems and reviewing policies and procedures to ensure that children and parents receive a quality service.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop parents' involvement in the assessment process for their children
- improve the self-assessment system, particularly in relation to identifying staff training needs
- develop the resources to show positive images of difference and diversity,

and develop staff knowledge and understanding to enable them to provide an effective service for children with English as an additional language.

## **The leadership and management of the early years provision**

There are good procedures to ensure children are safeguarded well. For instance, there are clear and robust procedures for recruiting and vetting staff and good induction procedures for new staff. All staff have a clear knowledge of safeguarding children from abuse which includes their roles, responsibilities and reporting concerns and there is a clear and up-to-date complaints policy. All required records are in place and policies and procedures are very good. The premises are very secure and staff ensure that visitors are well supervised. The premises are safe as there are good risk assessments with daily checks carried out on the indoor and outdoor environment. Staff are deployed well in age appropriate rooms for the children.

Policies and procedures have been reviewed and updated in line with the Early Years Foundation Stage. However, the nursery is just starting to use the self-evaluation format to ensure that strengths and weaknesses are identified. There is a strong motivation towards providing high quality childcare. Staff are well qualified and have access to ongoing training; however, this is not focussed and planned. Consequently staff training needs are not clearly identified, such as first aid. All of the recommendations raised at the last inspection have been met.

Resources are good and the setting is well organised, colourful and attractive for children. For instance, the outdoor area is a lovely and attractive space and mealtimes are well organised to ensure all children are sitting together, safely in child-sized chairs. The aim of this is to help their social interaction.

Parents are kept informed about their children's achievements and progress through a daily diary for babies and toddlers, development files and access to planning for activities. There are good discussions when dropping off and collecting their child. Information about topics and activities is shared with parents. However, parents have not been involved in the assessment process which would allow them to contribute their knowledge of the child's progress and development, and ensure their full inclusion in this process for the benefit of the children. Parents' comments about the care of their children, their progress, and the service provided by the staff, are very favourable.

## **The quality and standards of the early years provision**

Children develop very good relationships with staff in the setting. Staff are warm and affectionate with the children, sit with them and help their play, are responsive to children and supervise them very well. This helps children feel secure and comfortable in the setting and gives them a sense of belonging and attachment. Staff provide good physical care of children. Children enjoy being in the setting and their play experiences. The play areas are well organised and well resourced so that children can self-select and enjoy a variety of experiences.

Children are making good progress in the six areas covered by the early learning goals. Staff provide good challenge and a range of interesting and enjoyable activities which promote children's involvement and stimulate their thinking. The planning is effective to support play for both indoors and outdoors. There is a good balance between adult-led and child-initiated play which enables children to become active learners. Staff observe, monitor and assess individual children's development well; however, this is just beginning to be carried forward into the individual plans for older children which are based on the group rather than the individual child's learning needs. The rooms are well organised to help children develop their independence. Rooms are arranged into areas of play with resources easily accessible. Children's personal, social and emotional development is supported extremely well. They are polite, well behaved and work very well together. For instance, as they sing songs to each other at group time, children applaud and cheer each other. They make friends and show this when they greet each other enthusiastically on entry and say goodbye at the end of the day. Their communication, language and literacy is also ably progressing as they have many discussions with each other and staff, developing their vocabulary very well. For example, in the role play area as they make up a story about a boy going to the beach and talking about the baby doll who wants to come along.

Good health and wellbeing is promoted. The setting gathers information on children's dietary needs on admission. The sickness policy is shared with parents so that they are aware of expectations. Children wash their hands before snacks and mealtimes. Staff regularly clean and check equipment and resources to ensure they remain safe. There are good procedures for the safe and hygienic changing of nappies. Meals are freshly prepared on the premises which include healthy options. Meal and snack times are sociable occasions with children sitting in small groups conversing together. Staff supervise children very well and have good procedures in place to help children to stay safe. They use gentle reminders to help children learn about safety. The wider world is promoted through celebrating festivals throughout the year and covering topics, such as 'All about me' where children talk about their home lives. However, there are few positive images of difference and diversity immediately available for children. This limits their ability to develop positive attitudes towards difference. Additionally, staff do not have a sound understanding of how to provide effective support for those with English as an additional language. Children with learning difficulties or disabilities are supported very well with close co-operation between the nursery staff, parents and outside agencies, a key feature in ensuring their needs are well met.

All children are welcomed on arrival and settle easily and quickly. Staff ensure children are given choices about what they want to do so that they are encouraged to develop independence and a sense of responsibility. They are very happy in the setting, learn to cooperate well together, for example, as they help to tidy up. Good behaviour is promoted very well. All children show curiosity, interest and concentration as they are absorbed in the activities. For example, when babies and toddlers enjoy sensory play with everyday objects. They enjoy story time and songs as they engage in social interaction. They enjoy activities, such as play dough, water and sand. Above all, children enjoy their play and have fun while they learn and develop.

## Annex A: record of inspection judgements

### 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	Good
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Satisfactory

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	Good
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Satisfactory
How well does the setting work in partnership with parents and others?	Good
How well are children safeguarded?	Good

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	Good
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	Good
How well are children helped to stay safe?	Good
How well are children helped to be healthy?	Good
How well are children helped to enjoy and achieve?	Good
How well are children helped to make a positive contribution?	Good
How well are children helped develop skills that will contribute to their future economic well-being?	Good

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

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.