

Kids Come First

Inspection report for early years provision

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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 Come First is a privately owned nursery and out of school care provision. It opened in 2008 and operates from three rooms. The nursery is situated in the Cleckheaton area, close to Bradford and Huddersfield. The nursery is open each weekday from 07.30 to 18.00 for 52 weeks of the year with the exception of public holidays. All children share access to a secure enclosed outdoor play area. A maximum of 73 children may attend the nursery at any one time.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 55 children aged from birth to under five years on roll. Of these, 10 children receive funding for early education. The nursery currently supports children with learning difficulties and disabilities along with a number of children who speak English as an additional language. Children come from the local and surrounding areas. The nursery employs 15 staff, of whom 12 hold appropriate early years qualifications.

Overall effectiveness of the early years provision

Children are cared for in a secure and welcoming environment. Parents are welcomed into the setting by friendly staff who work in partnership with parents to ensure that the children's personal health and dietary needs are appropriately met. Cultural and religious diversity is valued and respected. However, the methods of monitoring inclusive practice and assessing children's learning from other countries are not fully developed. Similarly, the process of self-evaluation is not effectively used as a tool for improvement; it has not been completed and therefore fails to identify weaknesses in the daily organisation of the nursery. The varied range of activities and resources means that children are helped to make adequate progress towards the early learning goals.

What steps need to be taken to improve provision further?

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

- use the Ofsted self-evaluation form as a basis of ongoing internal review
- take steps to include parents in planning the next steps in children's learning
- organise activities to support the development of all children who have English as an additional language
- review policies and procedures to reflect changes to new legislation
- develop organisation at large group times to ensure that all children have opportunities to become involved in story time and lunch time.

To fully meet the specific requirements of the EYFS, the registered person must:

- conduct and review risk assessments detailing aspects of the environment that need to be checked on a regular basis; pay particular attention to the outdoor play equipment (also applies to the compulsory and

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voluntary parts of the Childcare Register)

The leadership and management of the early years provision

The nursery management are continually looking at ways of working in positive partnerships with parents. Parents receive detailed information about the nursery's policies and procedures and implement a key worker system to settle in children. Ongoing information is shared adequately through daily friendly chats, posters and additional displayed information, board of photographs, artwork and assessment records. Parents' comments, both verbal and through thank you cards and letters, are positive. Children's health is prioritised. For example, staff work hard to ensure that all reasonable adjustments are made to support and include children who have specific individual health needs. However, information collected from parents where English is not their child's first language is not sufficient and therefore at times their needs, routines and cultural requirements are not always positively addressed. For example, during story time these children do not receive sufficient challenge or stimulation. Babies and toddlers take home a written daily record sheet, which contains factual information about their daily routines. However, parents do not receive information about the Early Years Foundation Stage and there are no clear systems in place to consult and work collaboratively to plan the next steps in children's learning.

Children are cared for in a secure environment. The building has a key code entry system and closed circuit monitoring systems in each of the three areas used by children and outside. Most of the members have attended child protection training and demonstrate a sound understanding of the key indicators of child abuse and neglect. Most records, policies and procedures required for the safe and effective management of the setting are in place. For example, the daily registers of attendance are up to date and accident and medication records are completed effectively. However, some policies do not reflect changes under the new early years framework and risk assessments are not fully completed and therefore not rigorous; they do not identify areas of the premises and pieces of equipment, such as outdoor apparatus.

Plans for the future development of the service are being developed and systems of self-evaluation do not identify where significant improvements are required. For example, large group organisation of the story time session means that the youngest children are expected to listen stories for extended periods of time, which does not capture their interest or imagination. Similarly, there are other times during the day, particularly at lunchtime, when children are not managed effectively as the noise levels increase significantly and staff struggle to attend to the needs of the younger children.

The nursery is developing its organisation in these areas through staff meetings and development opportunities. The key person system is being developed effectively in order to make sensitive observations, and plan activities and early years experiences which meet the individual needs of the children.

The quality and standards of the early years provision

Children present are happy and well settled; they readily say goodbye after arriving with a parent and confidently run off to play. They make adequate progress in their development because the staff are enthusiastic and motivated. They skilfully extend learning through questioning and have decent knowledge of the six areas of learning. Activities are planned over long, medium and short terms and many activities are based on first-hand experiences. This effectively teaches skills and helps children gain knowledge in the context of practical activities. For example, children learn about the characteristics of weighing and measuring through baking activities; the children learn about the environment through plant and animal life. For example, children have good opportunities to explore aspects of nature as they look for worms, collect conkers and take part in planting and growing topics that help them learn about the life cycle, and adopt themes on mini- beasts. Many children are confident and have forged some good relationships with staff and their peers. For example, they help each other to pick up toys dropped on the floor, soothe each other when upset and patiently wait for their turn to use the outdoor push and pull equipment. Natural play materials, such as sand and water, are plentiful and the children benefit from simple exploratory play, such as investigating colour exchange through the provision of printing and painting activities. The younger children are beginning to make connections between patterns and numbers as they play board games and use their counting skills.

During outside play the children demonstrate good hand-eye coordination and well developed large motor skills. Children are encouraged to increase their independence by pouring their own drinks or setting up and clearing away activities. Also, members of staff help children understand basic health and safety concepts, such as washing their hands and keeping areas free of clutter to prevent tripping. However, at present, starting points and next steps for learning are not clearly identified and linked to the expectations of the early learning goals in order for children's progress to be tracked effectively.

The nursery reinforces positive behaviour with good role modelling, praise and encouragement. Effective strategies are used to quickly resolve any occasional minor incidents of conflict between young children, such as a dispute over the same toy. Consequently, children are sociable, use good manners and learn to respond to appropriate expectations for behaviour. Children learn to value and appreciate the similarities and differences between themselves and others through a suitable range of activities and resources.

Equality is an important part of the nursery values and no equipment or activities are gender biased. Play equipment provides some positive images of diversity and the children learn about different religious events and cultural festivals through some specific planned activities. However, the setting has not addressed the values of linguistic diversity as some children who have English as an additional language do not fully benefit from interaction with peers and adults in meaningful contexts. Consequently, this impacts on their language for communication and their opportunities for problem solving and reasoning.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	4
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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

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 registration.

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.