

First Class Kids

Inspection report for early years provision

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Inspection date 09/09/2009
Inspector Carys Millican

Setting address Old Post Office, Calthwaite, PENRITH, Cumbria, CA11 9QT

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Type of setting Childcare on non-domestic premises

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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 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.

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Description of the setting

First Class Kids was registered in 2006. It is owned and run by the board of trustees of Calthwaite Nursery. It operates from a number of designated playrooms in a former post office building, situated on the main road through the village of Calthwaite, near Penrith. The nursery is registered to care for a maximum of 22 children aged under eight years. The nursery is open each weekday from 8am to 6pm during term time. Times of opening during school holidays vary according to need. All children share access to a secure enclosed outdoor play area.

There are currently 39 children aged from birth to under five years on roll, who attend for various sessions. The nursery gets funding for the provision of free early education for children aged three and four.

The nursery employs six members of staff, of these, five hold appropriate early years qualifications. The nursery is a member of Pre-school Learning Alliance and National Day Nurseries Association and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well cared for in a warm and welcoming, safe and stimulating environment where the management and staff recognise children's individuality and effectively promote inclusive practice. Staff successfully promote children's ongoing progress and development through the Early Years Foundation Stage by providing children with a well organised learning environment and interesting play opportunities. Children make steady progress in all areas of learning because the qualified and experienced staff know the children's unique qualities, capabilities and individual interests to support their learning and development. There are secure partnerships established with parents and carers, other agencies and the local school in this rural community. The management of the setting has a clear vision for embedding ambition and driving improvement through the self-evaluation processes that are effectively used to ensure the ongoing development and continuous improvement of the nursery provision.

What steps need to be taken to improve provision further?

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

- promote children's independent self-help skills and learning experiences within everyday routines and activities and further develop children's understanding in ways of looking after the environment
- enhance the systems in place to encourage parents to contribute to their children's learning and development at home.

The effectiveness of leadership and management of the early years provision

Children are protected and safeguarded by the effective procedures in place that ensure those working with children are safe to do so and understand their role and responsibility. The nursery's safeguarding policies and procedures are effectively implemented and staff know their role and responsibility in keeping children free from harm or neglect. The designated person in place for safeguarding has attended specialist training in child protection and works closely with the local authority multi-agency team. Staff and parents are provided with a detailed set of regularly reviewed policies and procedures that are effectively implemented by staff to ensure the smooth running of the nursery. Rigorous recruitment procedures are followed by the trustees of the nursery to ensure children are cared for by suitable persons and staff's suitability is addressed through full induction procedures, probationary periods, and annual appraisals. Children's safety indoors, outside and on outings is effectively met through comprehensive risk assessments and effective health and safety practices. Safety equipment and procedures for checking the environment ensure the safety of children on the premises at all times.

The trustees, manager and staff are a group of committed, dedicated and highly motivated individuals who have a clear vision for the future improvement and development of the nursery and to improve the outcomes for the children in their care. This includes converting the barn outbuildings into a designated baby unit and then from staff suggestions splitting the children into age related groups in the main nursery building. The manager encourages staff personal development to ensure children are well cared for by highly qualified practitioners, who regularly attend refresher training in core subjects and additional courses in early years subjects. Staff apply their knowledge and learning to instigate changes within the environment and in children's routines, therefore children thrive in this exciting, interesting and stimulating environment. Staff are encouraged to share this invaluable information with other staff members through cascade training sessions at staff meetings.

Children benefit from the secure partnerships in place with parents and carers. Parents feel valued and respected. They feel they are involved in their child's learning by completing 'All about me' documents and they are kept well informed about their children's achievement, welfare and development. They know their child's key person and feel they can approach anyone in the nursery at any time. Parents are provided with daily diaries for younger children and progress folders are maintained for the older children. There are no entries made by parents in these documents as to what they do at home with the children or comments on how they feel their children are progressing. Parents and carers, children and staff are regularly consulted by the management to help inform the nursery's action plan and self-evaluation processes, and ongoing support is provided from the local authority workers. The manager is confident about the strengths of the setting and the areas for improvement to ensure that the actions taken to improve are well targeted. Staff work together to monitor and review the planning, environment and

what they offer the children, and the parents and carers to ensure inclusive practice is maintained. The nursery has established excellent links with the local school, which provides a well balanced menu of excellent nutritious meals for the nursery children and staff. Children visit the school before starting school and teachers come and see the children in the nursery. This contributes to the smooth transition into school for all children.

Children feel a sense of belonging as they play in the interesting and stimulating environment where their views are listened to and respected. They independently help themselves to a wide selection of resources within the well organised playrooms and outdoor play areas. The building and learning environment is accessible, inclusive and welcoming. The manager and staff effectively promote equality of opportunity and work with parents and other agencies to support children's diverse needs. Children, parents and carers are warmly welcomed into the nursery by staff who take the time to talk to them about their child and include them in all aspects of the provision. Parents are involved in fundraising for the new baby unit and help with gardening and upkeep of the building. Children's work is creatively displayed especially in the baby room where laminated pictures and photographs are mounted at low level so crawling babies can view them. Resources are stored at low level to aid independence, choice and decision making and a wealth of natural materials are used throughout the nursery.

The quality and standards of the early years provision and outcomes for children

Children are happy, confident, independent individuals who have fun and enjoyment during their time spent at the nursery. Staff are experienced and qualified practitioners who have a secure understanding of the Early Years Foundation Stage and how children as they play. Children therefore benefit from the care, activities and play opportunities available to them throughout the nursery. They form attachment to their key worker who knows them well, who skilfully supports them with suitable balance of child-initiated and adult-led activities based on their interests. Children develop a positive attitude to learning from the earliest age. Babies play with natural materials as alternatives to the norm, for example, shredded paper instead of sand. They play in spacious, well resourced playrooms where they can independently access suitable age-appropriate resources which are accessible in baskets or stored in labelled containers in low level storage units. The environment is language rich in text and colourful pictures and posters which encourage conversation and introduction of new words and vocabulary. Children make steady progress towards the early learning goals. Staff observe and assess children's development and identify individual needs and interests which inform future planning. Staff monitor the environment and routines to ensure all children are included and their individual needs are well met. They use the invaluable experience from staff members to improve practice in the nursery, for example, new systems for recording children's progress.

Children are well-behaved. Staff follow consistent behaviour management techniques so children know what is expected of them and therefore display

positive behaviour. Children enjoy the role play area where the shop contains fresh fruit and home grown vegetables. They use their life experiences as they play recalling how they do the shopping with their parents and what they buy using pretend money from the till. Children show a great sense of achievement as the staff constantly praise them for their efforts and skilfully extend their play. They enjoy circle time activities joining in with stories and singing songs and listen to each other talk about what they have done therefore learning to respect each other's comments. Learning experiences, children's self-help skills and independence are generally promoted in routines and daily activities. Children are beginning to become aware of how to look after their environment, for example, staff remind them to turn off the taps to save water and they grow their own vegetables in the garden.

Children have fun and enjoyment. They are provided with numerous mark making and creative activities within the continuous play provision. Children can explore number, shape and colour in the mathematical area and develop their hand-eye coordination skills using the mouse and suitable computer programmes. Children begin to recognise letters of their name as they self-register on the board. They can use their name card to practise the formation of letters and the sound it makes. Children competently thread coloured buttons and cotton reels to make a designer necklace for themselves and proudly wear it as they play. Babies and younger children thrive on the numerous sensory and heuristic play opportunities provided by staff and the one-to-one interaction they receive as they use their senses to explore their surroundings.

All children enjoy playing outside. Children competently climb the jungle gym equipment, balance on obstacle courses and explore the environment. They watch the pigs and new piglets in the field beside them and smell the lavender and spearmint plants from the sensory garden with staff. Staff support children and remind them to keep themselves safe by climbing up steps carefully and constantly praising them as they play thus boosting self-esteem and confidence. Children feel safe and have a strong sense of security. They are confident in the company of the staff and are very self-assured.

Children begin to understand the importance of healthy living, hygiene practices and healthy lifestyles. They take turns being helpers handing out the beakers of milk or water, and fruit snack. Children wash their hands using soap before mealtimes and state that 'they have germs on if they don't'. Staff ensure children learn to keep themselves safe when out walking and the fire drill is practised regularly. Children enjoy their hot lunchtime meals and packed lunches provided by parents. They enjoy sitting together creating a social occasion at mealtimes where they can access fresh water independently from the water cooler.

Children respond to the positive images, resources and activities that support their understanding of difference and diversity of the world around them. The learning environment both inside and outside is extremely welcoming, inclusive, accessible, safe, and well adapted to meet children's individual needs. Children's understanding of difference and diversity is promoted from an early age. The children celebrate cultural festivals, look at books, photographic displays, welcome posters and access resources throughout the nursery. Planning shows how the

nursery celebrates festivals and special events to ensure children learn to value and respect each other's similarities and differences, and develop an understanding of the diverse world they live in.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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