

Kids 1st Day Nurseries - Durham

Inspection report for early years provision

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Inspector	Andrea, Jane Lockyer
Setting address	Old Dryburn Way, Durham, DH1 5SE
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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

Kids 1st Day Nurseries - Durham has been registered since June 2006. It is part of a limited company with six other settings. The nursery operates from purpose-built premises close to Durham city centre. Local amenities and public transport systems are within walking distance. Children are based in seven core childcare rooms on the ground and first floor. An internal lift system makes the second floor accessible to people with disabilities. Children have access to enclosed outdoor areas. The nursery is registered on the Early Years Register and both parts of the Childcare Register. It is open Monday to Friday from 7.30am to 6pm all year round, except for bank holidays. There are currently 148 children on roll who attend on a part-time or full-time basis. The nursery is in receipt of funding for nursery education places, and offers support to children with special educational needs and/or disabilities and those who speak English as an additional language. There are a total of 28 staff who work directly with the children, and all but three have a recognised childcare qualification to level 3 and above.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Staff provide a vibrant, child-orientated and extremely welcoming environment, in which all children and their families feel highly valued, fully included and secure. The superbly organised setting and highly skilled staff, means that children are provided with a wealth of experiences to help them reach their full potential. Excellent partnerships with parents and other childcare professionals, ensures that all children's individual needs are continually met exceptionally well. Children's learning and development are supported extremely well due to the highly effective implementation of the Early Years Foundation Stage. All staff are totally committed to improving their practice. Excellent steps are taken by the staff to evaluate the provision to improve outcomes for children.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- further involving parents in their children's observation and assessment arrangements by inviting them to make their own contributions to their children's progress files.

The effectiveness of leadership and management of the early years provision

Children's safety is given the utmost priority at all times. Staff follow and implement an excellent range of safety procedures both in and out of the setting, to ensure that children remain safe and feel secure. Robust safety checks and risk

assessments along with excellent levels of supervision ensure that children are able to move freely and confidently around the safe and secure premises and outdoor play areas. A highly secure entry system with closed-circuit television and internal telephone links throughout the building allow staff to control who enters the premises. Extensive recruitment, vetting and induction procedures are in place to ensure that children are cared for by suitable, highly qualified staff who carry out their roles proficiently. Children are extremely well protected from possible abuse or neglect because staff at all levels are very secure in their knowledge of child protection issues and the procedures to follow. Excellent health and hygiene procedures are carried out by all staff.

The superbly organised indoor and outdoor environments and excellent use of an outstanding range of resources fuel children's motivation, and support their care needs extremely well. The nursery day is very much tailored to meet the differing needs of individual children, and allows them to be in control of what they want to do. For example, children are able to choose when they want to play outside, have a sleep and when to eat. Very young babies' daily routines are discussed with parents and followed by staff to maintain continuity of care between home and nursery.

Staff work exceptionally well together. Exemplary organisation, planning and communication between all ensure that roles and responsibilities are clearly defined. This actively contributes to the smooth running of the setting and provides children with stability and a sense of security. Staff are extremely well supported by a strong management team who successfully recognise and utilise staff's individual skills, experience and knowledge to promote children's care, welfare and learning. All staff are highly valued. They are actively encouraged to share their views, take part in continual training and be involved in all aspects of the settings practice. All staff are highly committed to and involved in evaluating their practice to improve outcomes for children. The management team has developed a collaborative approach to its self-evaluation, involving the parents, children and staff from within the nursery chain. They use robust systems to continually monitor and assess the provision to make improvements. The staff team has identified clear targets for future improvement, for example, developing the outdoor area to further inspire children's learning in the natural environment, and to develop the sensory room. All recommendations from the previous inspection have been successfully met.

Excellent partnerships with parents contribute significantly to children's well-being, which results in children's unique needs being consistently met. A consistent and determined effort to ensure that parents feel valued and able to contribute to the setting, and their children's care and learning, is highly effective. For example, when planning new menus parents' opinions and ideas were sought, and they were invited into the nursery to taste the new meals before they were put on the menu. Highly comprehensive information is obtained from parents before children start, which gives staff an excellent understanding of individual children's needs. Ongoing communication with parents both written and verbal keeps them exceptionally well informed about their children's care, welfare and learning and how they can continue their learning at home. They are also able to borrow books and toys that their children have shown a particular interest in. However, parents

have not yet been invited to actively contribute to their children's progress files. A highly informative welcome pack provides parents with extensive information about the setting, policies and procedures. A variety of social events is organised, which continually fosters relationships and helps parents feel part of the nursery community.

Parents have extremely positive views about the nursery. They have high praise for all the staff, and greatly appreciate their commitment to their children and support to themselves. Parents state that their children love coming to nursery and have a fantastic time. They are very impressed with the progress their children are making, and that their children are very much treated as individuals. Parents report that they feel totally included in everything that concerns their children, and feel the nursery is an extension of their family. Parents are highly appreciative of the use of the parents' room where they can sit and relax and make drinks, or take drinks out with them.

The staff's excellent knowledge, experience and partnership with other professionals mean that children who have special educational needs and/or disabilities and English as an additional language are extremely well supported and are fully included. Strong links with teachers at schools ensure that the transition from nursery to school runs smoothly for children, and that relevant information regarding children's care and learning is provided for teachers.

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

Children relish their time at the nursery. They are extremely well supported through the effective key worker system that ensures highly skilled staff have an excellent knowledge of their individual needs. This means that children quickly settle and develop affectionate, sensitive and trusting relationships with staff. This results in all children developing high levels of self-esteem, becoming extremely confident and self-assured. Staff have an excellent understanding of how to successfully implement the Early Years Foundation Stage. Because of this, all children are making rapid progress through the early learning goals. Staff make perceptive and accurate observations and assessments of the children, which enable them to plan effectively to extend their existing abilities. Children's interests are at the forefront of all planning. All activities and themes are based directly from what children have shown an interest in, or have stated what they want to learn about, which ensures children are constantly motivated to learn. Staff are passionate about and dedicated to providing all children with a huge variety of rich and challenging learning opportunities across all areas of learning. They inspire children with their own enthusiasm.

All children enthusiastically engage in an abundance of innovative activities based on their own interests, such as exploring space. The children decided to make a spaceship using a vast array of recyclable items. Staff talked to the children about the solar system and used a variety of books they sourced to support this area. This led to children making their own solar system and using binoculars to look at the sky. Children learnt to count backwards as they did the countdown for 'blast

off', and used their imaginations as they explored the solar system. From a discussion between staff and children about foods they like to eat, staff planned a whole project around this area. The children made their own shopping lists in pictorial or written format of their favourite sandwich fillings, went to the shops using the local bus service to buy their foods and then made their own sandwiches on their return.

Babies and young children have a wealth of experiences to stimulate their senses and promote their self-awareness. They manipulate and explore a vast range of real life, commercial and natural resources, of different colours, shapes, textures, sounds and smells. They laugh and giggle as staff stroke their faces with feathers or as they explore a large tray of leaves. Children of all ages express themselves and develop their creativity by using an extensive range of media. They thoroughly enjoy taking part in 'musical minis', where they express themselves through music, movement, story telling and dance.

All children make their own choices and are given time to practise and consolidate their learning at their own pace. Staff are extremely supportive and quickly recognise when to allow children to extend their own play and learning and experiment with the resources they have chosen. For example, as children play with real potatoes at the kitchenette, they decide to experiment with them by rolling them on the floor, and then working out how far they would roll if they used another potato as a bat to hit them with. Staff observing this allowed the children to continue to experiment and gave them praise for their achievements.

Children have excellent opportunities to learn about the diverse society in which they live and value differences. They celebrate a wide variety of different cultural festivals and access an abundance of resources throughout their daily play which increase their awareness of diversity. They have sensitive discussions with staff which ensure that they develop respect for individuals and differing needs. Staff are excellent role models and successfully provide an environment of equality throughout the nursery. Children's sense of community is reinforced through trips to the local area and providing harvest festival hampers to the local care home and hospital.

Highly successful activities and experiences help children to learn how to stay safe and enjoy a healthy lifestyle. They learn to cross roads safely when out, which is reinforced by road safety play in the garden. They risk assess trips and their own play and learn how to use equipment safely. Discussions with staff and the use of books and puppets help children to understand how to protect themselves, and who they can talk to if they are worried about anything. Children have regular opportunities to help prepare a wide range of healthy snacks and learn about the importance of a healthy diet and the effect it has on their bodies. Fresh fruit and drinks are readily available throughout the day and older children serve themselves at lunchtime. Meals and snacks are highly nutritious, well balanced and broaden children's experiences of food to promote healthy eating. Consistent daily routines for hand washing and helping to clean tables, toys and equipment contribute to children's understanding of good hygiene. Babies and very young children are extremely content and settled because their individual health, physical and dietary needs are met to an exceptional standard. Children enjoy an excellent range of

stimulating activities, which actively contributes to their physical skills. Each day there are interesting outdoor and indoor activities which help them develop increasing control of their bodies.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

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	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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