

Kids 1st Day Nurseries - Hexham

Inspection report for early years provision

Unique reference number EY337358
Inspection date 25/11/2009
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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 - Hexham is one of seven provisions, owned and run by Kids First Day Nurseries Limited. It was registered in 2006 and operates from purpose-built premises, situated in a residential area of Hexham in Northumberland. Children have access to enclosed outdoor play areas. The nursery is open each weekday from 7.30am to 6pm for 52 weeks of the year, excluding bank holidays.

The nursery is registered to care for a maximum of 110 children under eight years old at any one time, all of whom may be in the early years age range. There are currently 107 children attending in this age group. The nursery also offers care to children aged over five to 11 years old. This provision is registered by Ofsted on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. The nursery currently supports a number of children with special educational needs and/or disabilities.

There are 22 members of staff, of whom 21 hold appropriate early years qualifications to at least level 3. One member of staff is working towards Early Years Professional Status and two are working towards a degree qualification in childcare. The setting provides funded early education for three- and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery has a lovely warm, friendly and comfortable atmosphere, which is conducive to all children and their parents feeling welcome. The wide range of experiences provided and exceptionally well deployed resources, ensures there are ample opportunities for children to make progress. Systems for planning activities and observing children have been recently reviewed and are still developing. The nursery is extremely inclusive, and all staff demonstrate an enthusiasm for meeting all children's needs. Staff attend a range of training and link with other childcare professionals to ensure continuous improvement is maintained.

What steps need to be taken to improve provision further?

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

- develop further systems to involve parents as part of the ongoing observation and assessment process
- develop further the planning of outdoor activities.

The effectiveness of leadership and management of the early years provision

Most staff have attended safeguarding training and demonstrate a clear understanding of associated issues. Consequently, children are well protected. Effective risk assessments take place daily, which reduce the chance of accidental injury well. A robust recruitment procedure is implemented to ensure suitably qualified, experienced and vetted staff are employed. The newly appointed manager is keen to ensure staff feel valued and encourages training in all areas to promote their professional development. Children's play opportunities are maximised through the exceptionally good organisation of space, time and resources.

Since the manager and area manager recently took on their respective roles, they have worked hard together and with staff to evaluate the learning and development opportunities provided. They also gain verbal and written feedback from parents to broaden their view of the service offered. Funding has been accessed to develop resources for the babies, with particular regard to 'Tummy Time'. This has resulted in adding to the already well resourced nursery, some lovely and imaginative play experiences for the youngest age range.

The staff have built good relationships with parents, who speak very highly of the care and education provided. They are informed of the activities their children have enjoyed, both verbally and with written diaries. Parents evenings are well attended where extra time is given to discussing children's progress. Consequently, parents can continue their children's learning at home through highlighted experiences. Staff have really excellent relationships with other professionals, such as physiotherapists who visit the nursery. They work very closely with them to ensure children's specific requirements are met exceptionally well. Some links have been made with other providers, where a child accesses care and education in more than one setting to promote continuity and coherence.

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

All staff have attended training on the Early Years Foundation Stage and implement it well. The extensive range of high quality resources ensures each of the areas of learning is clearly covered. A key worker system is implemented to encourage children to feel confident and safe within the nursery. The staff's good understanding of children's individual personalities promotes effective behaviour management. Children are encouraged to consider the consequences of their words and actions for themselves and others. They develop a sensitive awareness of diversity and an understanding of the needs of others. This is achieved through a range of activities and resources which promote a positive outlook of the wider world. A wide selection of books is available for children to enjoy. They have fun as a member of staff uses props to enhance the story he is reading. Babies' communication skills are nurtured as staff use some lovely facial expressions, tone and intonation when interacting with them. A range of sorting, matching and

sequencing resources promote children's problem solving and reasoning skills. Children's creativity is developed as they participate in an array of imaginatively planned activities. Examples of these are painting with bread sticks and joining in with music and movement with a visiting professional musician. Their knowledge of the living world is promoted as they go on a mini beast hunt, and scrutinise the worm under the magnifying glass. The system for planning activities revolves around following children's interests. However, although children access the lovely outdoor areas daily, activities are not always planned to ensure they gain the most from the experience. Learning journeys for each child now include regular observations, which show progress towards the early learning goals and identify next steps in children's learning to inform future plans. Systems for involving parents in the observation and assessment process are just being introduced and consequently are not well established. This has a slightly negative impact on gaining a true picture of a child's achievements.

Children enjoy regular opportunities for large physical play, including using balancing equipment, manoeuvring sit and ride toys and negotiating resources in the soft play room. Cosy areas in each room, separate sleep rooms for babies and the provision of mattresses for toddlers enable children to rest in-line with their own routines and parents wishes. The qualified chef provides a varied menu, ensuring any specific dietary requirements are met. Children take part in imaginative food related activities, such as preparing fruit kebabs with the French teacher who visits twice a week. This encourages healthy eating, as well as developing their French vocabulary. Children are learning about the importance of good personal hygiene, and are becoming increasingly independent in their personal care. For example, they know they must wash their hands before eating and after using the toilet. Children are assured of receiving appropriate care and treatment if they have accidents, as the majority of staff are qualified in first aid. Children do not attend if they are ill in order to reduce the risk of cross infection. Large low level windows throughout the nursery enable children to benefit from natural light whilst playing indoors. They experience good levels of supervision and appropriate safety equipment is in place to ensure hazards are reduced. Their knowledge about personal safety is encouraged by gentle reminders from staff to pick up the toys so they do not trip, road safety activities and visitors coming to the nursery, including the fire brigade. This positively contributes to children developing a sense of danger and how to keep themselves safe.

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	1
The effectiveness with which the setting promotes equality and diversity	1
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