

# Kids Come First

Inspection report for early years provision

---

**Unique reference number** EY374763  
**Inspection date** 20/12/2010  
**Inspector** Rasmik Parmar

**Setting address** Kids Come First, Bradford Road, CLECKHEATON, West  
Yorkshire, BD19 3PN  
**Telephone number** 01274 876179  
**Email** kidscomefirst@hotmail.co.uk  
**Type of setting** Childcare on non-domestic premises

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2010

## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## 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 a prefabricated building with three playrooms, all on the ground floor. The nursery is situated in Cleckheaton, close to Bradford and Huddersfield. The nursery is open each weekday from 7.30am to 6.00pm for 52 weeks of the year, with the exception of public holidays. All children share access to a secure enclosed outdoor play area.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 73 children may attend the nursery at any one time. There are currently 62 children aged from birth to under five years on roll. There are 74 children on roll aged over five years for the out of school care. The nursery currently supports children who speak English as an additional language.

There are 15 members on the staff, including the two proprietors. Most of the staff are qualified to either Level 3 or 4, one member has the foundation degree in early years and one of the proprietors has the B.A. Honours together with a Qualified Teacher Status.

The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and settled and enjoy a range of fun play activities that meet their individual interests and capabilities. Children are making satisfactory progress in their learning and development towards the early learning goals. They are safe and secure at all times and enjoy exploring the available resources both indoors and outdoors. Partnership with other providers where children attend more than one setting is not established. There are suitable systems in place to monitor and evaluate the provision to support continuous improvement for better outcomes for children.

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

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

- improve children's independence during lunchtimes
- develop links with other providers where children attend more than one setting to ensure coherence in children's learning.

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

The setting is safe and secure due to thorough risk assessments and regular checks, which means that children can play freely and safely. Staff have a secure knowledge of how to safeguard children and the procedures to follow if they have a concern about a child's welfare. Detailed policies and procedures support the smooth running of the setting. These include clear recruitment and vetting procedures to ensure that staff are suitable to work with children.

Suitable systems are in place to support children with additional needs. Books and resources portray positive images of diversity so that children learn about each other's similarities and differences. Activities are linked to cultural and traditional events throughout the year.

There are friendly working relationships with parents who receive relevant information about how the setting operates. Parents are provided with information about their child's progress in the Early Years Foundation Stage on a regular basis by key persons. They are provided with a more detailed feedback about their child's progress during parents evenings which are held twice a year.

Some of the children attending the nursery also attend other settings offering the Early Years Foundation Stage. However, staff have not yet developed links with teachers in the early years classes that children attend to ensure continuity and coherence in children's care and learning.

Staff have made positive improvements in developing the care and learning provided for children, including meeting all the recommendations from the last inspection. They monitor their practice and are confident in identifying areas for improvement to build on their strengths as part of maintaining continuous improvement. Consequently, significant improvements have been made, such as, introducing an outdoor play area for babies, an astro-turf area for out of school children and new flooring in all the playrooms.

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

Staff have a suitable understanding of the learning and development and welfare requirements. Children make satisfactory progress in their learning in relation to their capabilities and starting points. Key persons obtain information from parents at the start of the child's time at the setting and observe them to find out what they know, can do and enjoy when they start. This forms the basis for an ongoing assessment. Observations are matched to the areas of learning, and the next step of learning for individual children is identified within the assessment to inform plans. The assessment profiles for all children are used by staff to provide parents with an informative record of their child's progress.

Staff develop good relationships with children through positively interacting with

them and being involved in their play, which contribute to meeting their needs. Effective teaching methods are used, such as, asking children open-ended questions which challenge their thinking and support them in becoming active learners. Children have opportunities to develop their early literacy skills through mark-making activities, and share their interest in books and stories. They develop skills for their future by eagerly extending their numeracy and their understanding of technology. They confidently use their initiative to solve problems through games, jigsaws and counting in daily routines. Their creative skills are regularly promoted through the use of their imagination.

There is effective planning for play and exploration both inside and outdoors with a balance of adult and child-led activities. Spontaneous events result in children being creative and active learners. Children are happy and they independently follow their own interests by accessing activities and experiences that cover all areas of learning. This results in them feeling safe and enjoying their time at the setting.

Children feel safe and are confident and know the daily routines well. They feel safe to play outdoors and take risks, knowing that an adult is nearby for support. They learn about road safety and stranger danger through topic-based activities. Also, the local policeman has visited the nursery and talked to children about firework safety and crime awareness.

Children's health and growing independence are suitably supported as they learn about the benefits of healthy eating. They are provided with healthy snacks and independently help themselves to the fruit and milk. They are provided with freshly cooked meals which are prepared by the cook. However, meal times do not provide much opportunity for independence as staff serve out the meals on plates, which are then given to children. Also, staff pour out water into cups from the nearby water dispenser and serve children, thus restricting an existing opportunity for independence. Staff are well aware of any allergies or special dietary requirements of all children.

Children develop an interest for nature and grow strawberries, potatoes, tomatoes, sunflowers and herbs in the outdoor area. They have turned stones and discovered slugs and also observed frogs and spiders. Consequently, their appreciation of nature is increasing.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	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](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