

Kids 1st - Wynyard

Inspection report for early years provision

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Inspector Vivienne Dempsey

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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 Wynyard is a full day care facility operated by Kids 1st Day Nurseries, a limited company with seven other settings registered. The provision operates from purpose-built premises in Wynyard Park, Wynyard in Billingham. There are seven care rooms, each with associated facilities and staff and office accommodation, arranged in a single storey building. The setting has enclosed outdoor play areas accessed from the childcare rooms.

The nursery serves the needs of children from the local community and surrounding areas whose parents work in the locality. The facility is registered to provide full day care for a maximum of 108 children, aged under eight years and of these 48 may be under two years. There are currently 162 children on roll and of these, 27 receive funding for nursery education.

The nursery is open each weekday between 7.30am and 6pm all year round. All staff are appropriately qualified. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children make excellent progress in their learning and development. Staff recognises the uniqueness of each child and extremely good links with parents and other agencies have been developed to ensure individual needs of children are met and their protection assured. The management team communicate ambition and drive and secure improvement highly effectively. Processes for managing the performance of staff and for their professional development are used exceptionally well and systems to support the settings further development are well established.

What steps need to be taken to improve provision further?

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

- continue to develop links with all providers.

The effectiveness of leadership and management of the early years provision

Children are safeguarded by extensive recruitment and vetting procedures, including successful induction of staff. All staff receive regular training on safeguarding. Therefore, they have a comprehensive awareness of safeguarding issues and know who to contact with any concerns. Highly effective risk assessments are conducted to ensure risks are eliminated and children are able to move around the setting safely and freely. Records required for the safe and

efficient management of the early years provision are effectively maintained and meet the needs of all children.

Furniture, equipment and resources are of high quality and suitable for the ages of children to support their learning and development. Outcomes are clearly attributed to excellent use of resources, including highly effective deployment of staff. The environment is conducive to learning and safety. Children clearly benefit and thrive as a result of the setting they are in. Parents comment that, 'my child has made so much progress since he started due to the excellent staff' and 'staff are exceptional and very professional, I can't recommend it enough'.

Staff have highly positive relationships with all parents. Parents and children are highly involved in the self-evaluation process. For example, parents complete regular questionnaires which staff use to develop the service provided. Staff involve children when developing areas around the setting. For example, children suggested turning the role play area into a fire station and staff work closely with children to ensure they were involved in developing it. Parents are very well informed about all aspects of their own children's achievement, well-being and development. For example, regular parent evenings are held to inform parents of their child's progress and future planning. Parents also state they, 'love the coffee on the go' service, which provides them with tea or coffee and homemade biscuits to take away after they have dropped their children off. This helps to further engage parents within the setting.

Staff effectively and actively promote equality and diversity and are highly effective in ensuring that all children are well integrated. A wide range of activities and resources are available to ensure children learn about and understand the society in which they live. Excellent partnerships have been developed with other agencies to ensure every child receives high levels of support at an early stage. The setting is highly committed to working in partnership with others and has made great efforts to establish effective working relationships with all providers. Although attempts have been made by the setting to develop links with all other providers, some providers are not responding to their requests. This does not support the setting to ensure continuity for all children in their learning and development.

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

Children are eager to attend and make significant gains in their learning as staff provide a stimulating and challenging learning environment. Children offer their ideas and respond to challenges with great enthusiasm and show high levels of independence, curiosity, imagination and concentration. For example, children readily offer suggestions to help complete tasks, such as, building models and completing puzzles. All staff have a very good understanding of the practice guidance for the Early Years Foundation Stage and implement this to ensure children are suitably challenged and make very good progress in their learning and development.

Children have access to a wide range of mark making resources and some children confidently write their own name. Children thoroughly enjoy listening to group stories, especially 'Aliens love underpants'. They have also designed their own pair of underpants for the aliens. This helps to develop their love of reading and their designing and making skills. Children have very good opportunities to develop their awareness of everyday technology. For example, they confidently use the camera to take pictures within the nursery and the outdoor environment. Children's behaviour is exemplary as staff support their confidence and self-esteem extremely well.

All children show an exceptional understanding of the importance of following good personal hygiene routines and confidently talk to each other and staff about why they need to wash their hands before meals and snacks. 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 have an excellent understanding of dangers and how to stay safe. They are regularly involved in fire drills and older children know where to go when the fire bell rings.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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

The quality of the provision in the Early Years Foundation Stage	1
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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