

Kids 1st - Gosforth

Inspection report for early years provision

Unique reference number	EY409431
Inspection date	18/04/2011
Inspector	Shirley Peart

Setting address	Jubilee Road, Fawdon, Newcastle-upon-Tyne, NE3 3PN
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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

Kid's 1st Gosforth was registered in July 2010. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The group operates from a purpose-built building which is situated in a residential area in Fawdon, Newcastle upon Tyne. The nursery serves the local area and is accessible to all children. There are enclosed areas available for outdoor play adjoining each of the main nursery rooms.

The Nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children are able to attend for a variety of sessions and full days. A maximum of 108 children may attend the nursery at any one time. There are currently 139 children on roll who are within the Early Years Foundation Stage. The nursery provides funded early education for children and supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery is managed by a private provider and there are seven partner nurseries within the chain. The nursery employs 29 members of childcare staff. Of these, three hold appropriate early years qualifications at level 2 and 18 at level 3 or above. Six staff have a degree in early childhood studies and one also holds Early Years Professional status.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children play in a vibrant and welcoming environment and are looked after by a dedicated, professional staff team who meet children's individual care, welfare and learning needs exceptionally well. Children's health is mostly very well promoted. A fully inclusive provision is provided where the uniqueness of each child is recognised and highly valued. Therefore, children are secure and very settled and make extremely good progress. Partnerships with parents are excellent and the staff are well aware of how to work effectively in partnership with other providers and professionals if needed. Self-evaluation and reflective practice is carried out as a collaborative approach with views of all staff taken into account. The management team aspire and strive to continually improve, to ensure that strengths are built on and areas for further development are clearly identified and acted upon.

What steps need to be taken to improve provision further?

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

- ensuring that hand-washing routines are consistently followed for all children, specifically before eating.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded. Robust recruitment, selection and induction procedures are followed for new staff and they all have Criminal Record Bureau checks in place before they start. Staff refer any safeguarding concerns directly to the manager or deputy immediately, then clear procedures are followed to ensure that children are very well protected. There is a clear buddy and regular staff appraisal system in place to ensure that new or less experienced staff are extremely well supported. Mandatory training, which includes equality and diversity, first aid, safeguarding and food hygiene further supports children's welfare extremely well. The company and managers have high expectations and a clear idea of the strengths and areas for improvement within the nursery. They involve all staff in the self-evaluation process and they produce 'wish lists,' which have identified that most staff view the garden areas as a target for future development. Clear plans are in place to address this. Staff also regularly gain parent's feedback from the written comments in the suggestion book and have conducted a parents survey across their group of nurseries to help them target improvement and address any concerns identified.

The nursery environment is bright, welcoming and airy and extremely well set up to meet the needs of the ages and stages of children attending. Children have free access to play indoors or out as a nursery garden and play space is attached to each room. There is an excellent range of manufactured toys and resources available but children of all ages also use natural, real and recyclable objects in play such as cardboard boxes, cartons and real vegetables in role play areas, and access natural items in trays and treasure baskets. This stimulates the babies and younger children's senses and teaches older children that everyday items have a further use. Staff know where to seek help so that the care and learning needs of any individual child with English as a second language or children with disabilities are met. Children celebrate specific festivals, such as Chinese New Year, which is incorporated into creative and knowledge and understanding of the world activities; for example, dance sessions with the dance teacher, making and eating Chinese food and creating a 3D model of a dragon for display.

The nursery has become highly popular with parents during the short time it has been opened. Verbal comments received on the day of the inspection and highly positive comments in the suggestion book shows that they are extremely pleased, particularly with the staff group. Comments include 'staff have been fantastic', 'they make a real fuss of my child so he has come on leaps and bounds' and 'we couldn't be happier with our child's care'. Parents receive a comprehensive welcome pack and they complete a 'getting to know you document,' which gathers very good information on individual children to help staff provide tailored activities to meet children's needs and preferences. Staff ensure that they are made aware of any other early years provision that a child attends so that they can make contact, if parents permit, to ensure consistency and continuity is provided for children's care and learning.

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

Staff have an extremely good understanding of how to use the Early Years Foundation Stage framework in practice. They are very well supported by the Early Years Professional within the setting to ensure that all planning stems from the children's interests. Staff throughout the nursery are highly enthusiastic, therefore, children are very motivated and access activities that they enjoy, thus making exceptionally good progress through first-hand experiences and meaningful play. Key workers throughout the nursery are highly involved in the planning, observation and assessment of their key children as they know them exceptionally well and therefore plan effectively, including establishing learning intentions and next steps for each child.

Children play in a very clean and well-maintained environment, which is monitored well by the housekeeper. They enjoy very healthy and extremely substantial food prepared by trained chefs on the premises and older children use the bright, airy dining room to eat their meals socially. Staff follow robust procedures when nappy-changing and all children have their own basket of labelled belongings which helps to prevent the spread of infection. However, on the day of the inspection some groups of children were not helped or encouraged to wash their hands before eating, which could compromise their health. Children have lovely manners as they remember to say thank you when gently prompted by staff. Younger pre-school children are even beginning to gain a very good understanding of being healthy as they state that eating their soup will make them 'better.'

All children engage in a wide variety of purposeful play that covers the six areas of learning and helps to develop their skills for the future extremely well. Pre-school children have a fantastic time experimenting with simple science projects that are fun and interesting for them. For example, they put vinegar in a plastic bottle, stick a balloon on the end full of bicarbonate and watch excitedly as they mix this and their balloon blows up. They freely weigh and measure flour and water to make dough and demonstrate how big their carrots will grow if they keep watering them. They are highly animated and confident approaching adults easily to talk about what they have been doing. They listen attentively to stories and join in with conversations about what might happen. Children love to be outside. They eagerly water plants, successfully mastering how to operate nozzles on spray bottles or make marks with the chunky chinks on the paths. They manage to manoeuvre small wheeled toys fast but safely along the defined paths and they know that they cannot use the newly erected tree house until this is painted, demonstrating a very good understanding of staying safe. They make up their own pretend games which are extremely well supported by staff, such as going for a picnic. They pack their bags and walk back and forth to the play tent and the child-size picnic table stating they are having 'hotdogs' and that they have 'everything' they need in their bags. Toddlers enjoy messy paint play as they eagerly make marks with large brushes or their fingers on the large paper or use water outside to make marks on the walls. Babies' individual needs are extremely well met. Key workers are chosen depending on who a child bonds with or seems to have a preference for and they have clearly formed strong bonds with the familiar adults in the setting, so that

they feel safe and secure. They are cared for in a home-from-home environment so that extensions of their home routine, such as feeding and sleep times, are consistent and promoted extremely well. Interaction between staff and children is natural and spontaneous and they are tuned in extremely well to the individual needs of the children offering natural cuddles and kisses when they wake up. Children's behaviour is very good and even children as young as two sit together happily at mealtimes stating 'she's my friend'.

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

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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	2
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