

# Kids First Ltd

Inspection report for early years provision

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**Unique reference number**

EY282582

**Inspection date**

16/06/2011

**Inspector**

Bernadina Lavery

**Setting address**

Chawson CP School, Wych Road, Droitwich,  
Worcestershire, WR9 8BW

**Telephone number**

07917 312035 07917 312054

**Email**

**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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 First Ltd registered in 2004. It operates from the school hall in Chawson First School, Droitwich, Worcestershire. All children share access to a secure, enclosed, outdoor play area. The group serves the local area.

The group is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 45 children from three to under eight years may attend the group at any one time. The group opens five days a week all year round. Sessions are from 7.30am until 8.30am and 3pm until 6pm during term time and 8am until 6pm during school holidays. Children attend for a variety of sessions. The group is in receipt of funding for early education places. There are currently 74 children on roll, 28 of whom are in the early years age group.

There are eight staff who work with the children. Of these, five hold National Vocational Qualifications (NVQ) at level 3. There are also two staff working towards NVQ at level 3 and one at NVQ at level 2. The group receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy attending this relaxed, friendly group where they make good progress within the Early Years Foundation Stage. Staff are good role models, dedicated and motivated in ensuring resources and the environment are used well to promote positive, enjoyable activities for all children. Children's safety and well-being is prioritised, supported by trusting relationships. Inclusion is promoted as all children and their families are valued and respected, coupled with effective partnerships and communication systems. Planning, assessment and evaluation procedures are mostly focussed, generally well-documented and demonstrate a commitment to future improvement.

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

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

- develop further systems for evaluating the provision in order to facilitate ongoing, continuous improvement
- improve documentation to reflect children's learning and development, based on their play preferences, interests and needs.

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

Safeguarding is well-considered because staff have a good understanding of procedures, including how to deal with allegations and their duty to escalate any child protection concerns. Structured recruitment and vetting procedures include provision for obtaining Criminal Records Bureau checks to ensure practitioners are suitable to work with children. Thorough induction procedures ensure staff are well-supported in undertaking their new roles. Detailed policies and procedures help support the safe and efficient running of the group. Staff are vigilant and understand the Early Years Foundation Stage requirements regarding risk assessments. Effective security measures include monitoring visitors to the setting. Staff collect children from classrooms to ensure children's attendance is monitored. Health and safety documentation, including accident and medication recording systems are effective. This reflects the group's commitment in ensuring children can play safely. Staff work effectively together as a team. They act as positive role models, speaking to children respectfully and demonstrating patience in their interactions. A key worker system helps staff understand their roles and responsibilities and ensures children get to know individual staff well. Children's health and dietary needs are well-documented. First aid training is kept up-to-date, ensuring staff can respond appropriately in the event of an emergency.

Good use is made of quality, sustainable resources. The indoor and outdoor areas are used effectively; ensuring children experience variety and initiate their own play. Inclusion is prioritised as staff are sensitive to children's home circumstances, individual needs and personalities. Good links with teaching staff assist communication channels and transition arrangements; ensuring information about children's well-being is shared. Parents and carers are kept well-informed about the group through daily conversations, a noticeboard and letters in order to exchange information. Parents and carers speak highly of the group, appreciating the flexible service offered and peace of mind as they feel their children are safe and well-cared for. The management team has a clear vision of quality and ambition for the group. Evaluation tools, such as questionnaires, are used to gauge opinions about the group. However, self-evaluation procedures are being developed in order to facilitate ongoing, continuous improvement. Staff are encouraged to attend training sessions and continue their professional development in order to ensure they can deliver a quality service.

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

Children enjoy and achieve well because staff deliver the Early Years Foundation Stage framework by successfully blending play-based activities that encourage child-initiated learning. Planning and observation systems are informal, flexible and children's ideas are incorporated in the preparations for future activities. Systems have recently changed for recording children's progress and achievements. However, there is further scope to reflect children's play preferences and achievements, to ensure documentation is informative and fully reflects children's learning and development. Staff clearly enjoy children's company and build trusting, respectful relationships with children. For example, children respond immediately to staff requests to use their listening skills and inside voices. Children's behaviour is good and staff encourage respect and cooperation through team games. This supports older children in developing tolerance and patience with younger children. Children show a good understanding of diversity as activities are organised to develop children's understanding of different cultures, festivals and traditions in a meaningful way. For example, spice and curry tasting activities are planned to coincide with different festivals. The group have their own notice board within the school hall and children contribute pictures and drawings for display. This shows children's work and efforts are appreciated.

Children are articulate and confident. They comment that they enjoy the group because they can play football with their friends and sometimes they have waffles for snacks. During group time, children listen well to others and follow instructions. Friendships across the year groups are encouraged, ensuring children develop their social skills. Various pens, pencils and crayons are available, encouraging younger children to mark make and older children can draw detailed pictures. Children show an interest in shape and space as they build models and structures using different sized bricks. Outdoors, children can use a garden area where they plant leaf vegetables, including lettuce. Children are familiar with technology as they access computer exercise games that require concentration and following instructions. Younger children show developing imagination as they pretend to use skipping ropes as fishing rods during role play. They pretend to catch fish from the side of the large wooden boat in the playground. Overall, children show good communication and technology skills to support their future learning.

Healthy eating is encouraged. The snack menu includes malt loaf, wraps and a good selection of fruit and drinks, including water to help children make healthy choices. Hand washing prior to eating encourages children to develop good hygiene habits. Children display a strong sense of belonging and responsibility within the group and efficiently help to tidy up at the end of the session. Children have frequent opportunities to play outdoors engaging in a variety of physical skills, including climbing and team games, such as football. Children show good balance and coordination skills as they confidently move around the playground on mini stilts. Children understand how to be safety conscious as they take part in regular fire drills and understand the rules of the group and the importance of listening to the staff.



## 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>	2
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>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
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

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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