

Kids 1st - Gosforth

Jubilee Road, Fawdon, NEWCASTLE-UPON-TYNE, NE3 3PN

Inspection date	02/09/2013
Previous inspection date	18/04/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Staff have exceptional knowledge and understanding about how children learn and develop. They plan stimulating and exciting activities that motivate children to learn and consequently children make consistently excellent progress in their development.
- All children are treated as individuals, their interests form the basis of planning and their individual needs are met with precision. This means all children are valued and have high levels of self-esteem and confidence.
- Children are very well settled and behave impeccably well. This is because children are engaged in play opportunities and there is a well-embedded key person system, which makes children feel safe and secure. Parents acknowledge the excellent relationships their children have with the staff, which means parents are confident leaving their children in the setting.
- Partnerships with parents are extremely strong and staff are committed to reaching all parents to provide consistency of care, learning and development between home and the setting. As a result, parents feel valued and fully involved in their child's learning.
- Staff are very well supported and feel valued in the setting. They are supported to gain further knowledge and understanding to support their roles and responsibilities. Consequently, staff are motivated to constantly evolve the setting and are focussed on giving children the best possible start in life.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children in all seven base rooms and in the outdoor areas.
- The inspector completed a joint observation with the manager of the setting.
- The inspector held meetings with the provider, manager, area manager and two parents.
A range of documents in each base room were inspected including observations, planning, tracking of children's progress, photographs of outings and events and daily diaries.
- The inspector checked evidence of staff suitability, risk assessments, accident forms, training certificates, policies, procedures and the setting's self-evaluation documents.

Inspector

Laura Hoyland

Full Report

Information about the setting

Kids 1st - Gosforth was registered in 2010 and is one of nine settings, privately owned and managed by Kids 1st Day Nurseries. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose built premises in the Gosforth area of Newcastle. The setting serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The setting employs 48 members of childcare staff, of these; 43 hold appropriate early years qualifications at level 3 or above, including one member of staff with Qualified Teacher Status. The setting opens Monday to Friday all year round. Sessions are from 7.30am until 6pm and children attend for a variety of sessions. There are currently 238 children on roll, of whom; all are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- continue to strengthen opportunities in the outdoor area for babies to maximise their exploratory impulses and further explore their senses.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff thoroughly understand the benefits of play and how children learn and develop through play based activities and learning opportunities. Staff continuously support children to make excellent progress because they know each child exceptionally well, including their interests and next steps. Children are regularly observed and staff use this information with precision to plan activities that match their individual needs. For example, children who show a great interest in dinosaurs are supported to create dinosaur footprints in the outdoor area. They develop their expressive arts through decorating salt dough dinosaur feet and use their investigative skills as they help staff to make volcanoes using mashed potato, bicarbonate of soda and vinegar. High quality resources and a passion for supporting children to learn and develop are evident throughout the setting. The quality of teaching is exceptional because staff are passionate about supporting each child's individual development.

Staff regularly monitor children's progress through a tracking system, which enables staff

to highlight any emerging gaps in children's learning very quickly. Staff confidently discuss children's stages of development and utmost priority is given to supporting each child to reach their full potential. Staff do this by listening to children and using their expertise to plan activities to stimulate them and motivate them to learn. For example, children enthusiastically play in the home corner, pretending to cook using a variety of real fruit and vegetables. Staff harness this enjoyment by extending the play to support children to learn about the where food comes from. Children grow fruit and vegetables in the setting's garden and are animated as they talk about pulling up the beetroot. Staff use the fruit and vegetables to support children's counting skills, and praise children when they attempt to find the answer. Younger children concentrate on using chunky pens as staff support them to make marks on paper, children delight in their creations and this supports their early literacy skills very well. Staff understand the importance of encouraging children to experiment in order to consolidate their learning. All children have access to the outdoors and can choose which environment to play in. Older children access a wide range of resources to develop their physical skills and many of the resources from indoors are brought outside to enhance play. Babies giggle as they play outside and staff provide equipment to support children to learn to walk and support their physical development. However, there are fewer opportunities for the youngest children to use all their senses and explore the outdoor area.

Staff are deployed effectively to supervise and meet the children's needs with precision. In addition, all children are treated as individuals and staff get to know children very well. Through observations and listening to children staff use children's interests to plan for children's individual needs. As a result, children are very confident and motivated to learn. Children's self-esteem levels are high and they confidently leave their parents to enjoy their time in the setting. A wealth of curious children ask visitors questions and are keen to talk about what they enjoy in the setting and share who the staff are who are special to them. Older children are prepared very well for school. They listen intently to stories and practise their phonics enthusiastically singing to songs. All children share resources with each other and are kind and considerate during play. All these skills are supporting children exceptionally well for their future learning.

Parents are recognised as children's primary educators. They are innovatively included in the setting through sessions, such as parent workshops and staff have created bags of activities for children to take home to enjoy with their parents, which have been hugely successful. This supports children's learning and development to be consistent between the home and the setting. Regular parent's evenings and an open door policy means that parents are always welcome to access their child's learning and development files and speak to their child's key person about their progress. In addition, parents speak exceptionally highly of the staff, the quality of activities and the rapid progress their children are consistently making. This demonstrates extremely strong partnerships with parents.

The contribution of the early years provision to the well-being of children

Staff fully understand their role as a key person and the importance of children being allocated a member of staff on entry to the setting. They work closely with parents to settle children, discussing their likes and dislikes in addition to children's starting points. This means staff are able to learn about individual children and their families and tailor their care around their routines at home. Staff have a strong bond with their key children who feel exceptionally safe and secure in their presence. For example, staff sit close to babies using both verbal and non-verbal communication while supporting their play. The key person is responsible for intimate care routines, such as, feeding and nappy changes. This means staff and children develop a strong bond and supports parents to feel confident in leaving their children in the care of staff. Older children show confidence in asking their key person for support when they need to use the bathroom. The positive relationships that have been created give children a secure base to learn and develop from.

Staff greet children and parents as they arrive in the setting and discuss children's routines daily to ensure they are up-to-date with any changes. This means staff understand how children have eaten and slept and can tailor care practices around each child's individual needs. Parents praise the detailed information they receive at the end of the day. Daily diaries for babies are used to exchange written information between the setting and home and many parents like to write messages to the staff with up dates of children's routines and their interests. This means consistency of care between home and the setting is seamless.

Parents are highly complimentary about how their children have settled and the way in which staff have supported their transitions. A clear transition procedure is in place and each child's key person supports them by attending settling-in sessions in the next room within the setting. This means children have a secure base to return to as they explore their next room. Partnerships with local schools have been established and staff work hard at maintaining a constant flow of information to the several schools children move to. This means children's transitions are smooth and well supported.

Staff consistently promote healthy eating and positive care practices with children. For example, they sit with small groups of children as they are served balanced and nutritious meals. The catering staff check which children are present each day and tailor meals to their specific dietary needs and preferences. Staff fully understand children's individual dietary needs and a robust system is in place to ensure each child's needs are met. Displays promoting healthy eating support children to make healthy choices and children enjoying caring for the vegetables in the setting's garden. Children are proud to discuss the beetroot and carrots they have grown and parents praise the setting's approach to teaching children about fresh food. Children are provided with a wealth of opportunities to exercise and adopt healthy lifestyles. For instance, they use ribbons while practising large movements in the hall; they ride bicycles and scooters outdoors developing their large muscles and ability to negotiate space. Older children are supported to negotiate many obstacles that have been placed to create an obstacle course. Staff discuss the rules and boundaries with children and use open-ended questions to promote discussion around how to stay safe. This means children are learning how to take calculated risks and take care of themselves while playing.

Children behave impeccably. This is because staff reinforce positive behaviour and regularly praise children for demonstrating the behaviour expected in the setting. Children take care of each other and self-regulate their behaviour. For example, if children are riding their bicycles speedily, their peers will ask them to slow down. Furthermore, children are sensitive to each other's needs, they support each other to complete tasks and will reassure their friends if they are upset or fall over in the garden. This demonstrates that children are developing caring and considerate attitudes towards each other.

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

Children's welfare is of utmost priority and staff are extremely knowledgeable about how to deal with any accidents. All staff, with the exception of one, are paediatric first aid trained and fully understand the importance of risk assessing the setting and all activities. Comprehensive policies and procedures underpin staff practice and rigorous monitoring of accidents enable staff to identify and minimise all risks to children.

Children are safeguarded very well because staff understand how to deal with any concerns regarding children's welfare. All staff have received safeguarding training and senior staff attend further courses to deepen their knowledge and understanding of safeguarding issues. All staff are subject to a rigorous recruitment and selection procedure and all staff are vetted to ensure they are suitable to work with children. In addition, the premises are highly secure with fingerprint recognition systems in place to ensure no unauthorised people can access the premises.

The management team have very high aspirations for quality. They are exceptionally focussed on providing children with consistently high quality care and education. This is achieved because management value staff highly and give huge priority to coaching, mentoring and supporting staff in order for them to understand how children learn and develop. This means staff feel supported and morale is high across all areas of the setting. All staff are able to discuss their roles and responsibilities confidently and happily discuss future aspirations to professionally develop. In addition, the management team fully support staff to acquire further qualifications, identifying staff's desires and training needs through regular appraisals and one-to-one meetings.

The setting's member of staff with Early Years Professional Status and the management team monitor the quality of teaching very closely. They regularly observe practice and complete peer observations to support staff to continuously improve their practice and staff feel they can ask for advice and support at all times. This shows a strong commitment to ensuring children receive high quality experiences led by dedicated staff. The meticulous monitoring of children's development files and planning means that any emerging gaps in children's learning are rapidly closed. Planning is of a very high quality and the management team regularly praise staff for their dedication and hard work. This means staff feel valued and clearly show their passion and enthusiasm in supporting children to reach their potential. Staff have worked together on the setting's self-

evaluation document and are clear in their knowledge of the strengths and areas they would like to develop in each room. Consequently, staff have created room action plans and are keen to demonstrate the achievements they have made since the last inspection. Action plans are continuously evolving and staff ensure that targets are challenging but realistic. This shows an excellent attitude to continuous improvement.

Staff have created excellent partnerships with parents. Staff listen to parent's views and parents feel exceptionally welcome in the setting. All parents spoken to at inspection were extremely positive about the setting and spoke extremely highly of the staff and the high quality care. They have recommended the setting to other parents and feel the setting and staff are 'part of the family.' This means parents feel very positive about leaving their child in the setting. In addition, staff have created positive relationships with outside agencies and know who to contact if they require any additional advice or support.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY409431
Local authority	Newcastle
Inspection number	929148
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	108
Number of children on roll	238
Name of provider	Kids First Day Nurseries Limited
Date of previous inspection	18/04/2011
Telephone number	0191 284 4865

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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