

Kids Come First

Kids Come First, Bradford Road, CLECKHEATON, West Yorkshire, BD19 3PN

Inspection date	12/08/2014
Previous inspection date	09/08/2013

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	4
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- A secure key-person system supports engagement with parents. They are involved in their children's learning at all levels and as a result, can support their children's continuing progress at home.
- The well-established key-person system ensures children develop secure attachments early in their care and they receive good levels of support that maintain their emotional well-being during transitions both into the setting and when they move on to school.
- Children's safety is given suitable priority. Clear procedures are in place to ensure children's safety is maintained. They are supervised well while learning how to manage risks and keep themselves safe.

It is not yet good because

- Activities are not always planned well to take into account children's interests and not all practitioners reshape tasks to meet children's individual learning needs. As a result, they sometimes lack challenge and do not always motivate children to learn.
- Not all practitioners demonstrate a good understanding of how children learn. Interactions are sometimes lacking and the quality of teaching is variable. This means not all children are supported in making the best possible progress.
- Arrangements for assessing the delivery of educational programmes and mentoring staff are not yet robust to ensure all children's learning is promoted through consistently high quality teaching.

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 activities in the main playrooms and the outside areas.
- The inspector conducted a joint observation with the provider, who is also the manager.
- The inspector held meetings with the provider of the provision.
- The inspector looked at children's assessment records and planning documentation.
The inspector checked evidence of the suitability and qualifications of the practitioners working with the children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the setting's own parent survey.

Inspector

Nicola Dickinson

Full report

Information about the setting

Kids Come First nursery and out-of-school club was registered in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in prefabricated premises in the Cleckheaton area of Huddersfield, and is managed by Kids Come First Partnership. The nursery serves the local area and is accessible to all children. It operates from three rooms and there is an enclosed area available for outdoor play. The nursery employs 13 members of childcare staff, including two owners. Of these, 11 hold appropriate early years qualifications at level 2 and above. The nursery opens Monday to Friday, all year round, from 7.15am until 6pm. Children attend for a variety of sessions. There are currently 100 children attending; 60 of whom are in the early years age group. The nursery provides funded early education for three- and four-year-old children.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- plan educational programmes that take into account children's individual needs, interests and stage of development, and reshape tasks to ensure all children enjoy challenging experiences that stimulate them and motivate them to learn
- improve practitioners' understanding of the characteristics of effective learning so that each area of learning is delivered successfully through planned and purposeful play, with high levels of adult interaction that support children in making the best progress in all areas
- improve assessment of practitioners and develop effective systems for mentoring practitioners to ensure children benefit from well-planned educational programmes that are delivered effectively through consistently high quality teaching.

Inspection judgements

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

During settling-in sessions, practitioners obtain information about children's starting points and their interests from their parents. Social media is used to ensure parents are kept abreast of topics and planned activities, and information about children's progress is kept up to date through daily discussions with parents. Parents can also add information to 'wow' boards to share children's achievements at home and they can add information to children's learning records. This means there is a two-way flow of information to ensure practitioners have a suitable knowledge of each child's learning needs. Practitioners

complete assessments of children's progress and they use the information to keep parents informed about their children's development. This means parents have a suitable understanding of how their children are meeting the expected milestones. As a result, they can promote continuity in their children's learning at home. Tracking documents show that most children are meeting the milestones for their age. Practitioners complete progress checks for children between the ages of two and three years and share these with parents. This means any areas of learning where children are not meeting their expected targets can be identified, and early intervention sought to ensure additional learning needs are addressed.

The provider has a suitable understanding of the learning and development requirements and she supports practitioners to plan educational programmes that incorporate the seven areas of learning. Practitioners use current guidance documents to identify next steps in children's learning and they demonstrate through discussion, that they have a suitable knowledge of each child's stage of development. However, they do not always use what they know about children to inform planning and this means children are not supported in making the best progress in all areas of learning. For example, a planned activity to encourage babies' sensory play does not take each child's individual interests and next steps in learning into account. As a result, the children show little interest in it and consequently, it does not serve its purpose or promote their learning. In addition to this, the provider does not effectively monitor staff in practice to ensure planned activities are delivered through consistently good quality teaching and as a result, not all children enjoy beneficial interactions with adults. For example, toddlers are observed playing happily and trying to talk with their dummies in their mouths, which inhibits their attempts at communication. Also on occasions, children are not engaged well during story sessions because practitioners do not involve them in the story by asking them questions and do not help them to make connections with other areas of their learning. Furthermore, practitioners do not use effective evaluation to look at how they can reshape activities to promote children's development and meet their individual learning needs. For instance, they provide children with balls so that they can test their throwing and catching skills but do not consider how they can use them in small group games to promote children's developing relationships.

Nevertheless, learning records show that most children are making steady progress in their development and parents comment that they are happy with the progress their children are making. Children in the pre-school room develop their understanding of technology by using programmable equipment to solve problems and develop their critical thinking skills. They can also access writing materials that support their developing early writing skills. All children can access a suitable range of resources that promote their independent play both inside and out, and this means they can make choices about their play. Practitioners share books with babies and sing to them during care routines and this promotes their developing communication and language skills. The nursery shares information about children's learning and development with other early years providers and this ensures they enjoy some continuity when the time comes for them to move on to other settings.

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

The provider has a thorough understanding of how robust relationships promote children's overall well-being. This means the nursery fully supports their emotional well-being by giving them good levels of support during periods of change. Short settling-in sessions with their parents help children to develop strong and secure attachments early in their care. Parents comment that the provider creates a welcoming, happy and safe environment and children enjoy their time in the nursery. Staff are deployed effectively to ensure the needs of all children are suitably met and children demonstrate they are happy and self-assured. They explore a suitable range of resources independently, both indoors and outside, and are happy to share their learning experiences with visitors. All children have meals and snacks together in the out-of-school club room, which creates a busy and lively environment that the children enjoy. This helps to prepare them for the larger social environment of school. Practitioners sit with the children at mealtimes and chat to them about their home lives and learning experiences away from the nursery. All pre-school children are encouraged to serve their own food and pour their own drinks, and this helps to prepare them for the routines they will experience in school. The youngest children are supported by staff and this helps to promote their independence, such as feeding themselves.

Children's safety is given suitable priority because practitioners are observant, ensuring children are supervised and kept safe. They are encouraged to risk assess for themselves during play in the outdoor area. Visits from outside agencies, such as the local police and the fire service, support children's understanding of 'stranger danger', road safety and fire safety. As a result, they are developing an appropriate understanding of how to keep themselves safe. Staff are good role models. They encourage children to be polite, share and play cooperatively. They support children's understanding of equality and diversity through simple explanations and activities, such as sharing photographs from home. This means children are learning that other children have home lives different to their own, and they are learning to respect those differences. Children demonstrate secure peer relationships, both within their own age groups and with older children, and this helps to prepare them for the bigger social community they will experience in school. Practitioners use clear explanations to promote children's understanding of right and wrong, and behaviour in the setting is good. The manager is responsible for behaviour management and practitioners and parents seek her advice about managing unwanted behaviour. This ensures children receive consistent messages, and strategies for managing behaviour are shared. Information about children's well-being is shared with parents each day. This ensures children enjoy continuity in their care.

Children can freely access the well-resourced outdoor area and this ensures they enjoy the benefits of outdoor play and learning in all weathers. A canopy provides a sheltered area for babies where they can play outside safely. This means all children develop physical skills, while learning how exercise supports their overall health and well-being. Older children also enjoy occasional trips to the park where they can test their skills on larger play equipment. They also develop their understanding of the world around them through different topics. For example, they investigate different types of transport and their uses, pre-school children plant and care for herbs and vegetables to be used by the nursery cook, and display boards show the hatching of chicks and the monitoring of their development. Children enjoy a wide range of snacks and freshly cooked healthy, nutritious

meals. They make choices about the food they eat and discussions help them to understand how making healthy choices promotes their overall health. They learn personal hygiene through robust routines. As a result, they can attend to their own personal care when they move on to school.

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

Recruitment is robust and this ensures all practitioners are suitable for their role. Practitioners demonstrate a thorough understanding of the signs and symptoms of abuse, which means they can identify children who might be at risk from harm and keep them safe. There are clear procedures for reporting any concerns about children or adults. This ensures children are protected. Records of accidents to children are kept and any incidents or accidents are shared with parents. This ensures children's health and well-being are maintained. Attendance registers, including the times when children arrive and leave, are appropriately completed. These show that ratios are maintained. The provider completes risk assessments of the premises and of places children visit. This ensures any hazards to children are identified and appropriate action is taken to minimise risks to children. Regular fire evacuations are carried out with the children and this means they know what procedures to follow in the event of an emergency.

The provider completes regular appraisals with practitioners and she uses the information from them to identify some of the strengths and weaknesses in practice and to address training needs. All practitioners are working towards relevant qualifications at level 3 and above. These are helping them to develop their knowledge and skills. However, monitoring of staff in practice is not robust to ensure all weaknesses are identified. As a result, not all educational programmes are delivered effectively to promote children's learning. The quality of teaching is variable and learning experiences do not always offer children good levels of challenge to promote their best progress. Nevertheless, the provider monitors children's development and reviews the observations and assessments completed by practitioners. This ensures children's learning records are kept up to date to provide an accurate picture of children's progress. Records show that children are making steady progress from their starting points and most children are meeting their milestones across all areas of learning. Partnerships with local schools are suitably established. This means information that supports children's continuing development is shared.

The provider shares policies and procedures with parents. This means they are knowledgeable about the service she provides. They are kept informed about the activities children enjoy, and their progress, through discussions each day. The provider also seeks feedback from parents through daily discussions, questionnaires and social networking. She receives regular support visits from the local authority childcare development team to evaluate her practice and has taken suitable action to address some of the weaknesses identified at previous inspections. However, evaluation is not robust to identify all weaknesses in practice and the provider's assessment of her practice is not accurate. This means although there have been significant improvements in some areas of the provision, children still do not benefit from consistently good quality educational programmes delivered by skilled practitioners.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
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 monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY374763
Local authority	Kirklees
Inspection number	963319
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	73
Number of children on roll	100
Name of provider	Kids Come First Partnership
Date of previous inspection	09/08/2013
Telephone number	01274 876179

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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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