

Kids 1st Day Nurseries - Durham

Old Dryburn Way, DURHAM, DH1 5SE

Inspection date	27/10/2014
Previous inspection date	04/11/2009

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	1
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 provide excellent opportunities to develop children's early language and communication skills and to support their physical, personal, social and emotional development. As a result, all children are extremely well-prepared for their next stage in learning, including school.
- Staff are highly effective in measuring all children's progress through regular, robust assessment procedures. Assessment is precise, sharply focused and includes all those involved in the child's learning. It is monitored and used well to secure timely interventions and support, based on a complete knowledge of the child.
- Children thrive in a nursery where their needs are put first. The key person system works exceptionally well to encourage children to feel welcomed and valued. Key persons work very closely with parents and children benefit from very strong continuity of care.
- Staff have an excellent understanding of how to protect children. Stringent safeguarding and child protection procedures ensure all children are kept extremely safe within the nursery.
- The management team and staff are truly passionate and dedicated to their work and value opportunities for professional development; the drive for improvement is uncompromising in their endeavour to improve learning outcomes for all children.

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 playrooms and the outdoor learning environment.
- The inspector carried out a joint observation with the manager, held discussions with staff and spoke with children at appropriate times during the inspection.
- The inspector looked at children's development records, planning documentation, the nursery's self-evaluation form, evidence of suitability of staff working in the setting and a range of other records, policies and procedures.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Lynne Pope

Full report

Information about the setting

Kids 1st Day Nurseries - Durham opened in 2006 and is part of a limited company that operates 10 day nurseries. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from purpose-built premises close to the centre of the City of Durham. The nursery serves the immediate locality and also the surrounding areas. The nursery opens five days a week from 7.30am until 6pm all year round, except for bank holidays. Children attend for a variety of sessions. Children are cared for across seven playrooms and have access to various enclosed outdoor play areas. There are currently 153 children in the early years age range. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities and children who speak English is an additional language. The nursery employs 26 members of childcare staff. All staff hold appropriate early years qualifications at level 3 and above, including two with Early Years Professional status.

What the setting needs to do to improve further

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

- make the most of opportunities to use the stairs for able children so that they learn how to negotiate stairs effectively all the time.

Inspection judgements

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

Teaching is outstanding. Staff have excellent skills and knowledge of the learning and development requirements and a superb understanding of how children learn. As a result, children thrive and are well motivated to learn in this extremely high quality nursery. Staff provide an exciting, stimulating and extremely well-organised environment, both indoors and outdoors. This ensures that all children make rapid progress in all areas of learning and development. Staff make plans for inclusive activities based on their observations of what children can do. They use children's interests on a daily basis to help motivate them in their learning and combine this with information from parents to supplement the individual planning. Staff plan activities across all areas of learning, which they adapt in order to precisely match them to individual children's ages, stages and resulting needs. Observations are made frequently on children's learning and these are compared to expected developmental norms for children's ages. Highly comprehensive assessments are made of children's learning, through tracking their progress in detail. This starts as soon as children join the nursery and when they change rooms, so their progress can be clearly followed over defined periods of time. This enables staff to see if progress is as expected, above or below for their age and stage. As a result, staff can address any gaps in learning that may emerge, so that early intervention can prevent greater future difficulties. Should

concerns be raised about children's development there are excellent measures in place to meet the children's needs through partnership working with parents and other agencies.

Children are confident, happy and self-assured as they are free to take part in the many and varied activities inside and outdoors, and can explore resources in their own way and in their own time, helping them to become independent. Staff are skilled, knowing when to interact with children to extend their play and learning and when to allow them to play without their direct involvement. Babies and young children use staff as a secure base from which to explore independently in their playroom. The sensitive settling-in procedure means they start to form a close, secure bond with their key person. Staff give children lots of encouragement to reach out for toys and to learn how to take their first steps through providing stimulating resources and a spacious environment. From a young age children make their needs known to staff. They communicate through the sounds they make, which develops over time into single words and then sentences. Staff model appropriate language for children as they learn to tune into what children want. They repeat words for them, such as 'tomato' when children hand a toy tomato to staff. When children pass over a whisk they do the actions and say 'whisk, whisk'. This helps children learn how to pronounce the words in context. In pre-school staff promote children's attention and listening skills. They explain to children the activity they are going to do in the forest garden. They tell children that a fairy has hidden some vegetables for them to find. Children hunt enthusiastically for the vegetables, naming them confidently when they find them, such as a 'butternut squash, carrot' and 'potato'. Staff use the opportunity to discuss how many they have found and the colours of the leaves in the garden. At the end, children practice their skills in using a digital camera as staff ask them to take a photograph. These successful teaching strategies enable children to talk about what they have observed and demonstrate their excellent understanding of the different vegetables. Children have lots of opportunities throughout the nursery to learn how to hold a pencil, crayon or paintbrush while they make marks. The use of a white board in pre-school enables children to develop their confidence in making marks and their understanding of technology in a fun way. They thoroughly enjoy controlling the programme as they touch the correct button on screen to change the colour that they are using as they use an interactive pen. They demonstrate their friendly behaviour as they cooperate with other children using the screen at the same time. Staff promote children's appreciation for books from the youngest age. Babies sit comfortably with staff and look at the pictures as they turn the pages. As children get older they enjoy sitting in a group in the garden while staff read a story to them. In pre-school, staff fully engage children in the story by pausing at intervals so children can say what happens next. This leads to children choosing to sit on their own and look at books. Children's self-esteem is very high and, as a result, they display exceptional levels of confidence in their own abilities and growing independence. Consequently, all children are exceptionally well-prepared for their next steps in learning, including full-time school, whatever their needs.

Relationships with parents are exemplary and make a highly innovative contribution to meeting all children's needs. They are often involved directly with assessment of their children's learning, which supports a much broader view when ascertaining progress. Parent evenings are held twice a year and each term once children reach pre-school. This gives staff the opportunity to discuss children's development in detail and gives parents an overview of their progress since the last meeting. Various home-learning packs are

available in pre-school for parents and children to borrow. They detail the activities that parents can do with their children at home and give them the opportunity to feedback to nursery on their child's learning. In addition each child has their own home learning book. Staff focus on learning, such as letters, that parents can do with their child at home. Parental workshops have been offered to parents on subjects such as schemas, which enable children to learn about the world at their own pace, and first-aid training. Play days have been introduced, so that parents can come in and see the activities that children become involved in. Parents are welcome to come in and share their experiences with children, such as a police officer who brought their police car for the children to find out about people who help us.

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

Highly skilled staff ensure that children are helped to form secure emotional attachments. Staff's warm approach helps them to settle quickly, helps them to feel safe and secure and aids a smooth move from home into staff's care. Staff work exceptionally well with parents to quickly identify their needs. Parents complete a form about their child's needs, likes and dislikes and what they are able to do. This helps staff to accurately identify the next steps in their child's development. Behaviour is excellent and children use resources safely, showing a high regard for their own safety and that of others. All staff have a calm and consistent manner with the children as they talk to them in a very thoughtful and respectful manner, which results in a warm and welcoming environment for children. Staff use gentle reminders regarding how children can keep themselves safe. For example, staff ask children what nettles can do, when they are preparing to go in the forest garden. Children show their understanding of the risks as they say 'they sting you'.

Playrooms are very spacious, giving children plenty of room to explore. Staff take a lot of time and consideration in the presentation of their rooms, which results in them being very attractively presented. Resources and toys are highly accessible indoors, covering the breadth of the areas of learning in the Early Years Foundation Stage. Staff provide inspiring outdoor play experiences, which give children opportunities to take reasonable risk in their play, with careful supervision. The outdoor play areas are exceptionally well equipped to encourage children to be imaginative in their play, while getting plenty of exercise. Staff really understand that children enjoy being outside and provide lots of opportunities for children to be outside in all weathers. For example, children play in the mud kitchen, explaining that they are making pies and biscuits. Children also participate in the forest garden. This is outstanding in supporting children to learn about nature, planting and growing and promotes their communication skills and cooperation. The constant use of the garden means that children learn how to dress and undress themselves appropriately. For example, waterproof suits are available for them to wear and they learn how to put these on. Wellington boots are by the door and children learn how to take off their own shoes and choose a pair to wear. Children's good health and self-care skills are promoted through a wide variety of rich, varied and imaginative experiences for children. Meals are freshly prepared on the premises and staff promote children's developing independence skills. For example, young children that use the dining room are becoming competent at pouring their own drinks. This develops to pre-school

children being responsible for collecting their own cutlery and plate as they arrive and serving their own food. This all helps children to make their own choices and serve themselves a portion that suits their needs and develops their self-esteem. Children from the age of two years are based upstairs in the nursery. There is a lift that staff use to transport children to and from lunch. More use of the stairs helps teach children how to negotiate them effectively and enables them to challenge their own abilities and learn how to manage risks safely.

The strong skills of staff ensure that children are skilfully supported with their moves within the nursery and to other settings, such as school. Staff provide a parental information session on preparing children for school in the term before they start in the pre-school room. Teachers are invited into the nursery to meet the children before they move and where it is not possible for the teacher to visit, staff take the children to the school. Staff provide a written report on each child and a copy of the child's final summative assessment as a guide for the school about children's current learning and development. Excellent procedures are in place to support children as they move to the next room. Children have settling-in visits until staff deem they are ready to move full-time. Their development records are passed on and parents fill in a new All about me so that staff are up-to-date with what children can do at home.

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

Inspired leadership and management drive the exceptional practice in this nursery. The management team have great confidence and pride in the staff team, knowing their individual skills, talents and areas of expertise. Safeguarding arrangements in the nursery are extremely rigorous and effective in ensuring that children are protected. Staff speak very confidently about the action they would take if necessary, ensuring that any child protection concerns would be managed in the best interests of the child at all times. Daily risk assessments for all areas of the nursery are carried out, which ensure that any possible hazards are identified and minimised to ensure that all aspects of the premises remain safe for children. Children are further safeguarded by the nursery's robust employment procedures, which ensure the suitability of staff who work with the children. This is evident in the well-established committed staff team, with the majority having worked at the nursery for a long time. Annual appraisals, staff supervision and management observations of staff's work, enables the manager to sharply focus evaluations of staff practice to identify their strengths and areas for further development and training. There is an astute and well-targeted programme of professional development, which always focuses on the impact for children.

The management team has an excellent overview of the educational programmes through effective monitoring. The skills of the Early Years Professional are used to improve staff's understanding through training sessions and the management team moderate staff's observations and tracking of children's development. This ensures that staff are planning appropriate next steps for children in their learning and development and quickly identifies any delays or gaps. Excellent partnerships exist between the nursery, and other agencies.

This ensures that children, including those with special educational needs and/or disabilities, and their families' needs are known and the relevant levels of support are sought swiftly and confidentially to improve their lives. The company have recently appointed an equality and diversity officer who works across the 10 nurseries. Her role is to assist staff with any children that have English as an additional language and she works closely with the special educational needs member of staff in each nursery. This means she liaises with parents and staff to find the best way forward so that children begin to learn with appropriate support.

The management team consistently reflect on the impact of practice on individual children. They gather the views of parents, staff and children. As a result, plans for future improvement are targeted extremely well and self-evaluation systems ensure sustained improvement over time. The views of parents are particularly appreciated and any suggestions for improved practice are acted on. For example, parents were asked to complete a food survey as part of an evaluation of meals that are offered to children. Parents felt unable to comment on the quality of meals due to not being able to taste them for themselves. As a result, the nursery organised a taster evening and invited parents to sample some of the foods from the menu. On parents' evening they provide the opportunity to try the different foods. Samples are made available in the parents' room along with take-out tea and coffee as they drop off their children at nursery. Parents look forward to seeing what is available for them to try each day and have their favourites. Parents are extremely enthusiastic about their child's care, learning and development at the nursery. They state that they feel they know what their children do in nursery. Staff have really helped their children through weaning, potty training and any health issues that have arisen. Parents would not hesitate to recommend the nursery to others and have done so in the past.

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
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	EY334642
Local authority	Durham
Inspection number	849175
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	99
Number of children on roll	153
Name of provider	Kids First Day Nurseries Limited
Date of previous inspection	04/11/2009
Telephone number	0191 461 8877

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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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