

Kids Come First

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



Inspection date

29 June 2015

Previous inspection date

12 August 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Staff have improved their understanding and delivery of the learning and development requirements. They have developed their teaching skills throughout the nursery. Staff are attentive to children's needs and encourage their ideas and experimentation as they play alongside. Consequently, children make good progress in all areas of their learning.
- Children are prepared well for school. Staff support this by encouraging children to be independent, enjoy learning and communicate effectively with their friends and adults.
- Children display close bonds and attachments with staff. This ensures that their emotional well-being is promoted, and they are happy and enjoy their time in the nursery. Their welfare and care routines are fully supported.
- Arrangements for safeguarding children are strong. Therefore, children are very well protected. Staff are vigilant and have a good understanding of their responsibilities to keep children safe.
- Strong partnerships with parents and other professionals mean that children receive the support that they need in order to achieve.
- Staff are skilled in promoting children's independence. Children help themselves to meals, snacks and water to manage their self-care well.

It is not yet outstanding because:

- The staff do not use all opportunities, such as daily activities and routines, to promote children's social and communication skills.
- Older children's concentration is sometimes disrupted during focussed small group activities, owing to noise levels of the other younger children in the room.

What the setting needs to do to improve further

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

- improve opportunities for children to develop their social and communication skills even further, for example by using mealtimes to promote more interaction between children and staff, and to reinforce good table manners
- help older children focus and concentrate more effectively, for example by ensuring that the noise from one small group activity does not interfere with another group.

Inspection activities

- The inspector observed activities in the play areas.
- The inspector spoke with the manager, staff and children throughout the inspection.
- The inspector viewed a sample of the children's records.
- The inspector saw evidence of the suitability and qualifications of the staff, self-evaluation, risk assessment and some policies and procedures.
- The inspector took account of the views of parents.

Inspector

Helene Terry

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The staff and manager have made good improvements in their delivery of the Early Years Foundation Stage. Through support from other professionals, the nursery staff have made significant advances in their practice, which has enabled them to provide good quality teaching for children. Staff complete regular assessments of children's progress and use these to effectively plan challenging learning experiences. Staff plan children's next steps in learning effectively and consult with parents frequently to ensure they are fully engaged with their children's learning and development. Therefore, continuity of care and learning is promoted well. Staff ensure activities, such as story time are differentiated to meet the individual needs of the different groups of children. Staff use props well to involve children in the stories. Two-year-old children delight in the repetition of the phrases in books. They join in enthusiastically as they develop their interests in stories. However, owing to the close proximity of the groups, sometimes the noise can be distracting for the older children and their concentration begins to decline. This means that opportunities to fully focus on their learning are not always maximised.

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

Children are well cared for in this safe, caring environment. They form strong bonds with the staff. The walls of the playrooms are covered with the children's work and photographs. This helps children feel safe with a strong sense of belonging. Children are generally well behaved. Staff use clear rules and gentle reminders to support children to manage their own behaviour. A green, yellow and red coloured dragon system, used by the nursery, is understood by the children. However, staff do not always use opportunities, such as mealtimes to further promote children's social and communication skills. For example, staff do not always sit with children to help them understand mealtimes are an enjoyable social occasion, where they hold conversations and do things in a certain way. Children enjoy healthy meals and snacks, which contributes to their good health. The outdoor play area provides good opportunities for children to be physically active on a daily basis. Staff help children learn how to keep themselves safe as they play. For example, they learn about the importance of wearing helmets when they ride bikes.

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

The staff team have responded well to the changes and initiatives that have been implemented. Self-evaluation is good and captures the areas of strength and where further development is needed. Monitoring of children's progress clearly identifies both gaps in the provision and those children that need more support. Staff have recently received training on developing children's mathematical skills. Knowledge gained has been put into practice, which has resulted in improvements in children's achievements. Recruitment procedures are good and include background checks to establish if staff are suitable for their role. Staff receive regular supervision and observe each other's work to help identify any further training needs.

Setting details

Unique reference number	EY374763
Local authority	Kirklees
Inspection number	1011133
Type of provision	Full-time 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	12 August 2014
Telephone number	01274 876179

Kids Come First was registered in 2008. The nursery employs 13 members of childcare staff. All staff hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday all year round, from 7.15am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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