

# First Class Kids

Old Post Office, Calthwaite, PENRITH, Cumbria, CA11 9QT



## Inspection date

30 September 2016

Previous inspection date

9 December 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The manager is a highly qualified, passionate and dedicated practitioner who leads a very well-qualified staff team. Together they ensure that all children progress well from their starting points.
- Teaching is very good. Staff use their deep knowledge of child development and how children learn to meet their individual needs. Good systems are in place for recruitment, induction and training to develop staff knowledge even further.
- The indoor and outdoor spaces are highly stimulating, vibrant, inviting and exciting for children. They offer a multitude of opportunities to develop skills and understanding across all areas of learning. Children learn to love and appreciate the natural world around them.
- Staff have developed excellent partnerships with parents, other professionals, schools and settings. Children have many opportunities to learn about their local area, and understand and celebrate their community.
- Children form strong emotional bonds with staff and are extremely well behaved. They are taught to have consideration for each other and the environment, as well as share, take turns and be kind and courteous. This helps to create a positive learning environment throughout the setting.

### It is not yet outstanding because:

- Although, children's individual progress is closely tracked there is less focus on analysing information about the attainment of groups of children.
- Self-evaluation systems do not yet focus closely on analysing the impact of improvements on outcomes for children.

## What the setting needs to do to improve further

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

- strengthen monitoring systems even further and focus on gathering information about the progress of groups of children
- enhance good self-evaluation systems further and analyse how outcomes for children have improved.

### Inspection activities

- The inspector had a tour of the setting.
- The inspector completed a joint observation with the manager.
- The inspector observed children, both inside and outdoors, and assessed the quality of teaching and learning.
- The inspector spoke to the manager, members of the board of trustees, children, parents and staff during the inspection.
- The inspector viewed a wide range of documents, including children's records, policies and procedures, risk assessments, self-evaluation records, qualifications and suitability checks.

### Inspector

Julia Matthew

## Inspection findings

### Effectiveness of the leadership and management is good

The recently appointed manager has made many improvements to the setting. She works in a highly effective partnership with the supportive and knowledgeable board of trustees. The manager empowers her staff, has a shared vision of quality and, overall, has clear plans for further development. Parents feel that their views are valued as part of this process. They appreciate the flexible approach and personal support they get from staff, who keep them up to date about children's progress and attainment. The arrangements for safeguarding are effective. Staff have a very good understanding of child protection procedures. They know what to do if they have concerns about a child's welfare or development. Policies and procedures are regularly updated and reflect practice.

### Quality of teaching, learning and assessment is good

Enthusiastic and creative staff provide children with a rich and enticing range of activities and experiences, both inside and outdoors. Generally, regular observations and accurate assessments of children help staff focus teaching on meeting gaps in learning and addressing individual needs. Planning reflects children's interests and helps them to learn what they need to next. All around the setting high-quality texts are used well. Children are inspired to engage in role play and make coloured rice soup after looking at a storybook. Staff play alongside children, helping to extend language, mathematical understanding and thinking skills. Outside, staff help bring texts alive using puppets. Children take character roles as they pretend to be a shoal of friendly fish. At group time, staff skilfully promote children's interests as they start a play theme based on outer space. Children use numbers, counting as they sing a song about a flying saucer. Extremely good systems are in place to build on learning at home and share learning in the setting with parents. Children feel valued and know that staff and their parents are working together.

### Personal development, behaviour and welfare are good

Children are extremely well supported to develop independence. While making vegetable soup staff teach children to hold and use knives to cut up their choice of vegetable. Staff help children to recognise dangers and become less reliant on adults to keep them safe. In the baby room, the environment is very carefully organised so that resources are at child-height and easily accessible. Children enthusiastically explore the attractively presented toys and equipment on shelves and in baskets. Some choose books to share and others select blocks and build towers. Staff watch closely, giving children space to explore and offering help or encouragement when it is needed. Staff provide comfortable, cosy spaces to rest and sleep. They closely follow home routines which help children settle quickly and well when they start in the setting.

### Outcomes for children are good

All children make at least good progress across all areas of learning. They develop confidence and a desire to try new experiences. High-quality opportunities for exploratory play encourage children to be inquisitive and follow their own interests. Children are extremely well supported to cope with challenges in their learning and are well prepared for school when it is time to move on.

## Setting details

<b>Unique reference number</b>	EY337410
<b>Local authority</b>	Cumbria
<b>Inspection number</b>	1060933
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	16
<b>Number of children on roll</b>	39
<b>Name of registered person</b>	Calthwaite Nursery
<b>Registered person unique reference number</b>	RP525735
<b>Date of previous inspection</b>	9 December 2013
<b>Telephone number</b>	01768 894078

First Class Kids registered in 2006. The setting employs 13 members of staff. Of these seven hold an appropriate early years qualification at level 3 and two at level 4. The manager holds early years professional status. The setting opens from 8am to 6pm, all year round. The setting provides funded early education for two-, three- and four-year-old children and supports children who have special educational needs or disability.

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