

Kids Come First

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



Inspection date	18 January 2019
Previous inspection date	29 June 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

- Partnerships with parents, other providers and professionals are strong. Good communication and sharing of information help staff to support children well, including those with special educational needs.
- The quality of teaching throughout the nursery is consistently good. Staff use their observations to monitor children's ongoing progress effectively. Assessments are accurate. This helps staff to plan for children's further learning successfully. Children make good progress.
- The system for supporting individual children's welfare is implemented well. Staff build friendly and trusting relationships with parents and children. They make sure that children's care and learning needs are met effectively.
- Children develop good social skills and interact positively together. Staff get to know children well. They enthusiastically join in with children's play and support their ideas. Children's behaviour is good.
- There are strong links with local schools and a robust transition process is in place. Children become familiar with school staff and their new environment and this helps them to prepare emotionally for their future learning.
- Occasionally, staff miss opportunities during activities to encourage children to think about and solve problems for themselves.
- The manager does not consistently evaluate the impact of improvements made at the setting, to help inform further planning.

What the setting needs to do to improve further

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

- enhance the use of strategies that help staff to support the development of children's problem-solving abilities
- strengthen the process of reflection on the quality of the provision, to help to identify where practice can be enhanced even further.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector completed a joint observation with the manager.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Helen Sanders

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The management team and staff demonstrate a good understanding of how to identify any children who may be at risk of harm. They know the action to take if they have concerns about a child's welfare. Staff are, overall, very well supported in their role. The manager observes staff as they work with children to check the quality of teaching, and staff also review one another's practice. The manager meets with them to discuss aspects of their role and make suggestions about how they can improve even further. The management team plans training and other professional development opportunities. This helps to ensure that the knowledge and skills of staff are updated. The development of individuals and groups of children is monitored effectively. Good systems are in place to share information with parents about their children's progress through regular parents' evenings.

Quality of teaching, learning and assessment is good

Staff work closely with parents when children first start. They find out about children's likes, interests and abilities so that they can plan for their learning from the outset. Staff observe and assess children's play. They use this information to help to identify, and plan effectively, to meet children's needs. Staff lead daily story times to encourage children's love of books. Children demonstrate good literacy skills. For example, they show confidence when answering questions about stories and recalling familiar phrases from books. Staff effectively support the development of children's skills in early mathematics. For example, when children are playing with dough, staff talk about the size, shape and colour of different objects.

Personal development, behaviour and welfare are good

Staff are friendly and welcoming. For example, they greet children warmly when they arrive. They gather information from parents about children's individual dietary requirements and provide for these during snack and meal times. They ensure that children benefit from a balance of healthy foods. Staff sit with children and talk about what they are eating. This helps children to develop their social skills. Children's behaviour is appropriate for their age and they understand what is expected of them. Children learn to respect one another and manage their own feelings. Staff implement well-planned settling-in procedures to help children to quickly feel safe and secure. Staff praise children's efforts. For example, they celebrate children's achievements using a special display board. This helps to build children's self-esteem.

Outcomes for children are good

Children develop the skills necessary for their future learning, including the eventual move to school. They are independent and self-motivated learners. For example, children zip up their own coats and tidy away their bowls and plates after eating. They demonstrate good manners and learn to share and take turns.

Setting details

Unique reference number	EY374763
Local authority	Kirklees
Inspection number	10070859
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	1 - 11
Total number of places	73
Number of children on roll	100
Name of registered person	Kids Come First Partnership
Registered person unique reference number	RP528085
Date of previous inspection	29 June 2015
Telephone number	01274 876179

Kids Come First registered in 2008. The nursery employs 17 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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