

Inspection of First Class Kids

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

Inspection date: 11 October 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is good

Children are happy at this nursery. They confidently leave their parents to start their day. Staff have high expectations for every child. They support children to gain the skills they require for the next stage of their learning. Children benefit from the rural location and learn about local life. For example, children who live on a farm share their experiences about dairy farming and caring for animals. This helps develop a sense of belonging in their community. Children learn to appreciate their natural environment. They enjoy building campfires in the woodland area where they learn about safety and conservation. Children find out about cultures outside of their own experience and learn about what makes them unique. For example, they hear Welsh words from a special guest and experience Diwali traditions from a visiting parent.

Children's learning and development are supported by the caring and friendly staff. Staff know children well and plan interesting and exciting activities, informed by children's individual interests. Children are exceptionally confident and respectful. They take turns and work together to make a fort from crates and planks. Managers have taken positive steps to minimise the impact of the COVID-19 pandemic. For example, staff have set up 'lending libraries' where parents can choose books and resources to take home to extend their children's learning.

What does the early years setting do well and what does it need to do better?

- Children's physical development is promoted effectively. Children play and learn outside, which has a positive impact on their health and well-being. Babies learn to control their bodies as they navigate uneven pathways. Older children have the freedom to run around outside and pedal bicycles, which strengthens their large muscles and improves their physical health. Older children become increasingly independent. They learn to dress themselves and to take care of their own personal needs.
- Staff provide a language-rich environment throughout the nursery. Each area is well planned with accessible resources to promote children's choice and decision-making. Babies enjoy exploring a variety of natural materials, such as autumn leaves and conkers. Staff skilfully extend children's vocabulary. They use words such as 'crunchy' and 'smooth' to describe different textures. Older children enjoy making crowns in the craft area. They practise cutting and sticking, which helps to develop their small-muscle skills in preparation for early writing.
- Children's communication and language are supported effectively. Children respond with excitement to the engaging way that staff tell stories. Staff and children hold thoughtful conversations. For example, at lunchtime, they discuss why there are small peas inside the green beans. Staff allow children time to

think and respond to questions, providing clarification when necessary. Babies benefit from back-and-forth interactions and copy sounds with support from staff.

- Children competently fill containers with water to add to the soil in the mud kitchen. Staff introduce some mathematical language, such as 'full' and 'empty', 'more' and 'less'. However, supporting mathematical development is not securely embedded within the curriculum. For example, when children introduce number into their play and into discussions, staff do not respond to develop children's understanding further. This stops children from forming a deeper understanding of number.
- Children behave exceptionally well. They confidently engage in conversations with people new to them and discuss the changes they see when mixing paints together. Children understand why there are rules and why they need to keep themselves and others safe. For example, older children show care and consideration around babies when they are all outside together. Children demonstrate resilience and keep trying if they find something difficult. For instance, they proudly show staff when they succeed in cutting up broccoli at lunchtime. Staff instil a culture of respect and thoughtfulness. Children notice when their friends are kind and suggest that they are rewarded for their kindness.
- Managers observe the quality of staff's interactions with children. This helps them to develop a secure understanding of staff's strengths and target training appropriately. Leaders have a high regard for staff's well-being and they recognise that this has a positive impact on children. Relationships with parents are good. Parents comment that the nursery has created a 'totally inclusive atmosphere'. Parents value the information provided by staff and feel involved in their children's learning.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and managers have a good understanding of their role and responsibility to keep children safe. They make sure all staff receive regular training. For example, staff have recently completed training on female genital mutilation and radicalisation. Staff know how to identify and report signs of abuse. They know what to do if they have concerns about the behaviour of adults working with children. Thorough risk assessments of the environment are completed to ensure that all areas children access are safe and suitable. Managers carry out robust checks when recruiting staff to ensure that they are suitable to work with children.

What does the setting need to do to improve?

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

- strengthen staff's teaching of the curriculum for mathematics and deepen children's understanding of number.

Setting details

Unique reference number	EY337410
Local authority	Cumbria
Inspection number	10207300
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 at time of inspection	0 to 4
Total number of places	36
Number of children on roll	64
Name of registered person	Calthwaite Nursery
Registered person unique reference number	RP525735
Telephone number	01768 894078
Date of previous inspection	30 September 2016

Information about this early years setting

First Class Kids registered in 2006 and is located in Calthwaite, Penrith, Cumbria. The setting employs 15 members of childcare staff. Of these, eight hold an appropriate early years qualification at level 3, and two hold a qualification at level 6. The manager holds an appropriate early years qualification at level 4. The setting opens Monday to Friday, from 8am to 6pm, for 51 weeks of the year. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Amy Johnson

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspector about the activities they enjoy.
- Discussions were held between the inspector and staff, and staff's views were taken into account.
- A joint observation was conducted by the manager and the inspector.
- The nominated individual spoke to the inspector about the leadership and management of the setting.
- Interactions between staff and children were observed by the inspector.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.

We carried out this inspection 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021