

Inspection of Kids Come First

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

Inspection date: 4 March 2022

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

What is it like to attend this early years setting?

The provision is inadequate

There are substantial weaknesses in safeguarding practice that have a significant impact on children's welfare. For example, staff do not implement the setting's safeguarding policies and procedures in practice. They do not consistently share child protection concerns with the designated person for safeguarding in the setting, so that they can take the appropriate action. This compromises children's safety and leaves them at potential risk of harm.

The arrangements for settling children into the setting are poor. For example, children are not allocated a key person when they first start at the setting. This means that children and their families do not have a familiar person who they can begin to build a relationship with. Furthermore, the manager does not ensure that staff working with children have the relevant information required to meet their individual care and learning needs. This has the potential to put children at risk if staff miss essential information about a child's individual care needs.

The poorly planned curriculum means children do not receive an acceptable quality of education. The management team do not ensure that the educational programmes provide children with a range of suitably challenging learning opportunities. Staff do not provide children with the level of support that they need to help develop their knowledge and skills. For example, children access activities with little stimulation or interaction from staff. As a result, some children do not engage in meaningful play. They quickly become bored and walk around the room aimlessly. This results in some children becoming upset and fractious with their peers. Staff fail to recognise or respond appropriately to instances of children's poor behaviour, so that they remain safe and their emotional needs are met. This has a significant impact on children's learning and well-being.

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

- The management team do not identify effective ways to help drive improvement in the quality of education and care practices across the nursery. As a result, staff do not receive the support, coaching and training that they need to develop the level of knowledge and skills required for their roles and responsibilities. This has a significant impact on children's learning experiences and welfare.
- The health and well-being of all children are significantly compromised by the poor health and hygiene practices. For example, staff do not always clean children after using the potty or encourage them to wash their hands. Staff working with babies and younger children frequently kiss them on their mouth. This does not help to promote the good health of children or take account of current guidance on how to help stop or minimise the spread of infection.
- The management team do not ensure that there is a sufficient number of staff

working directly with children at all times. This significantly compromises the quality of care and children's safety. For example, there are not enough staff to adequately supervise children while they are eating. Babies and younger children crawl over to tables and eat left over food. This does not help to keep children safe and protect them from risk of harm.

- Staff are not deployed effectively to meet the individual needs of all children, including those with special educational needs and/or disabilities (SEND). As a result, children do not receive the targeted support and interventions needed in their learning. Furthermore, the management team do not use additional funding effectively to ensure children receive the level of support that they require. This has a negative impact on the levels of progress children make.
- Staff do not know that they need to complete a progress check for children aged two-years-old. They are not aware that they should share a summary of the child's development with parents and other professionals, such as a child's health visitors. This does not help to ensure that children receive the targeted support that they might need from the earliest point.
- The range of activities and learning experiences on offer for children are poor. For example, the resources for babies and younger children are limited and mundane. They do not match children's stage of development or take account of their interests. Staff working with older children do not provide them with age-appropriate opportunities to develop their literacy, mathematical and creative skills.
- Children do not receive consistently good opportunities to develop their vocabulary and language skills. For example, staff working with babies and younger children do not talk to children enough during play or help children to develop their language skills. Staff working with older children do not include those who are more reluctant communicators, when asking questions during story time.
- Children enjoy the time they spend outdoors exercising and playing in the fresh air. Older children learn how to navigate the space and thoroughly enjoy riding balance bikes, trikes and scooters. However, staff do not provide babies and younger children with consistent opportunities to develop their physical skills, despite them becoming more mobile.

Safeguarding

The arrangements for safeguarding are not effective.

The management team have a poor insight into the implementation of the setting's safeguarding policies and procedures. They do not recognise significant weaknesses in the staff's knowledge and understanding of how to identify and respond to child protection concerns. Furthermore, the management team and staff do not implement the setting's procedures for keeping accurate and detailed records regarding child protection matters. They do not ensure that all information and records are stored securely and only made available to those who require access to them. This does not help to safeguard children and protect them from harm. Staff do not consistently record children's attendance in the registers when

they arrive at the setting. This does not help to ensure that all children are accounted for, particularly in the event of a fire evacuation. The management team and staff fail to recognise the potential risk of unauthorised persons entering the premises, or children leaving the premises unsupervised while the main entrance door is left open and unlocked. This does not help to protect children and keep them safe.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
implement the setting's child protection policies and procedures in practice to help safeguard children	25/03/2022
provide staff and the managers, who are the designated safeguarding leads in the setting, with safeguarding training, so that they know and understand how to identify and respond to child protection concerns	25/03/2022
ensure accurate and sufficiently detailed records are kept for all child protection concerns, and only made available to all those who require access to them	25/03/2022
ensure the setting is secure to prevent unauthorised persons entering and ensure children are unable to leave unsupervised	25/03/2022
ensure staff are deployed effectively to supervise children, so that they remain safe and are provided with quality care experiences throughout the day	25/03/2022
ensure that staff respond and manage children's behaviour appropriately, so that they remain safe and their emotional need are met	25/03/2022

implement an effective key-person system to ensure that the individual care and learning needs of all children are met from their starting points	25/03/2022
take account of current guidance and ensure the necessary steps are taken to promote the good health of children	25/03/2022
provide all staff with the support, coaching and training that they need to develop the level of knowledge and skills required for their roles and responsibilities.	25/03/2022

To meet the requirements of the early years foundation stage, the provider must:

	Due date
implement an ambitious curriculum that helps to build on what children already know and can do, in order for them to make good progress	01/04/2022
use observations and assessments of children's achievements to plan and implement engaging and stimulating learning experiences that take account of children's individual learning needs and challenges their thinking	01/04/2022
use additional funding to help target any gaps in children's development and ensure their individual learning needs are met	01/04/2022
implement the individual learning plans for all children, particularly those with SEND	01/04/2022
ensure staff know and understand how to complete the progress check for children aged two-years-old and share this with parents and external professionals, where required.	01/04/2022

Setting details

Unique reference number	EY374763
Local authority	Kirklees
Inspection number	10196525
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 9
Total number of places	73
Number of children on roll	139
Name of registered person	Kids Come First Partnership
Registered person unique reference number	RP528085
Telephone number	01274 876179
Date of previous inspection	18 January 2019

Information about this early years setting

Kids Come First registered in 2008 in Cleckheaton. 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.

Information about this inspection

Inspector

Jennifer Dove

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 completed a learning walk with the inspector to discuss the curriculum and how this is implemented.
- The inspector completed a joint observation with the manager and evaluated the quality of teaching and learning.
- The inspector observed the quality of education and assessed the impact this has on children's learning.
- The inspector had discussions with parents, children and staff during the inspection and took account of their views.
- The inspector reviewed relevant documentation and evidence of the suitability of staff.

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.

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