

# Inspection of Kids Come First

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

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Inspection date: 14 December 2022

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Inadequate

## What is it like to attend this early years setting?

### The provision is good

Children arrive excited and eager to explore the well-planned learning environment. They build close attachments and relationships with staff, who are warm, welcoming and friendly. Staff act as positive role models to children with their kind and nurturing approach. Children play well with their friends and learn how to cooperate, share and take turns over time. Children delight in the praise and encouragement that they receive from staff when trying new ideas and skills in their play. Children are motivated learners and demonstrate high levels of confidence and self-esteem.

Children settle in at the nursery well. Staff take the time to get to know each child and their families from their starting points. They gather key information from parents about their child. Staff use this to plan familiar care routines and activities according to their interests. Staff working with babies and toddlers create a photo book of all the special people in a child's life. They use these to help children settle in and provide reassurance when they become upset, especially those who are separating from their families for the first time.

Children have many opportunities to develop their understanding of the world beyond their own experiences. For example, staff take babies on walks in the local community and talk about the natural world around them. Children go on visits to the farm where they learn about what they need to survive. They go on bus journeys to visit and learn about the war memorial.

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

- The manager and staff have worked hard to address previous weaknesses in their practice. The manager has clear aims for what they want children to learn. Staff have high expectations for children and plan activities and learning experiences that target their individual needs. Staff effectively implement the curriculum plans in practice. As a result, all children, including those with special educational needs and/or disabilities, make good levels of progress.
- Children move freely between activities and staff are on hand to support and extend their learning. However, on occasions, staff working with younger children do not always help them to continue their learning throughout all times of the day, particularly when they come inside from outdoor play and before mealtimes. This occasionally disrupts the learning of other children, who are completing activities and engaged in play.
- Children develop good literacy skills and a love for reading. Older children excitedly role play different scenes from familiar stories as they go on a bear hunt. Staff use good levels of intonation that help to create excitement and anticipation. Children mirror this as they excitedly answer questions about what

comes next in the story. Staff working with babies and younger children create a warm and cosy space, where they can sit and listen to stories.

- Staff skilfully support children's language development, overall. For example, staff working with babies encourage them to babble and make sounds to develop their emerging communication skills. Staff provide a narrative during children's play and encourage them to talk about what they are doing. However, younger children cannot always hear what staff are saying, due to the increasingly loud noise levels in the two- to three-year-old room.
- The manager and staff give high priority to children's health. Staff provide children with daily opportunities to exercise and develop their physical skills during indoor and outdoor play. Children enjoy a range of well-balanced, healthy and nutritious meals. Staff have recently introduced new routines at mealtimes, which help promote children's independence and hygiene. Children become increasingly independent in preparation for their move between rooms within the nursery and eventual move to school.
- The manager and staff have good relationships with parents and external professionals involved in a child's care. They share information between them effectively to promote a consistent approach and ensure children's individual care and learning needs are met.
- The manager holds regular team meetings and supervisions with staff to reflect on their practice and identify areas for improvement. Staff contribute positively to the development of the nursery. They complete their own research online and eagerly share their ideas with the manager, who is receptive to change. Staff report that they feel valued and well supported in their roles.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff complete regular child protection training to keep their safeguarding knowledge up to date. They understand how to identify and respond to the signs and symptoms of abuse. Staff demonstrate that they would follow the whistle-blowing policy if they were concerned about another member of staff. They know to refer their concerns with the relevant agencies, where required. Staff complete daily checks to ensure all areas of the premises children access are safe and secure. The manager completes robust recruitment and vetting checks to help ensure all adults working with children are suitable.

## What does the setting need to do to improve?

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

- ensure staff working with younger children consistently maintain the good implementation of the curriculum throughout the day, especially when they come inside from outdoor play and before mealtimes

- ensure the noise levels in the two- to three-year-old room are consistently managed, so that children can hear more clearly and make the best possible progress in their language development.

## Setting details

<b>Unique reference number</b>	EY374763
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	10247285
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 5
<b>Total number of places</b>	73
<b>Number of children on roll</b>	89
<b>Name of registered person</b>	Kids Come First Partnership
<b>Registered person unique reference number</b>	RP528085
<b>Telephone number</b>	01274 876179
<b>Date of previous inspection</b>	14 June 2022

## Information about this early years setting

Kids Come First registered in 2008 and is based in Cleckheaton, West Yorkshire. The nursery employs 20 members of childcare staff. Of these, two members of staff hold appropriate early years qualifications at level 4, eight hold level 3, and nine hold level 2 qualifications. 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

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation during group activities and snack time.
- The inspector talked to children, parents and staff at appropriate times during the inspection and took account of their views.
- The inspector reviewed relevant documentation and looked at evidence of the suitability of staff working in the nursery.

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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