

Kids 1st Day Nursery - Low Fell

Inspection report for early years provision

Unique reference number EY439477
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Inspector Jane Wyncoll

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Type of setting Childcare - Non-Domestic

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Kids 1st Day Nursery, Low Fell, was registered in 2012. It is purpose built and serves the local and surrounding areas. The nursery is managed by a private provider with several other partner nurseries in the area. The nursery is accessible to all children and each room has a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday from 7.30am until 6pm all year round. Children are able to attend for a variety of sessions. A maximum of 108 children may attend the nursery at any one time, of which no more than 48 may be under two years. There are currently 64 children attending who are within the Early Years Foundation Stage. The nursery also offers care to children aged over five years to eight years. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The nursery can provide funded early education for two-, three- and four-year-olds.

The nursery employs 17 members of childcare staff. The manager holds Early Years Professional Status and one staff member is a Qualified Teacher. All other staff hold appropriate early years qualifications, which includes six graduates at Level 6. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are cared for exceptionally well by a highly knowledgeable staff team, who are especially sensitive to children's individual needs and interests. The extensive range of stimulating resources are used imaginatively to support children's excellent progress across all areas of learning. Parents are enthusiastically welcomed as essential partners in their children's care and learning, making full use of the extensive opportunities for involvement with the nursery routines and activities. Safety and security are paramount, with meticulously organised and implemented policies and procedures. Detailed procedures and links with most other professionals are in place to support children's additional needs effectively. All staff embrace reflective practice and work closely together to constantly monitor and evaluate the provision, in order to ensure the highest outcomes for the children in their care.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- embedding the existing processes for partnerships with other professionals and settings, which support children's transitions to school.

The effectiveness of leadership and management of the early years provision

Children's safety and security are promoted as a top priority. Recruitment and vetting procedures are comprehensive, so all adults are well-qualified and highly suitable to care for children. There are meticulous safeguarding policies and procedures, which ensure staff knowledge of how to protect children is exemplary. Training for all staff on safeguarding, equality and diversity, food hygiene and paediatric first aid is provided, monitored and updated regularly. Therefore, children are exceptionally well-protected. Comprehensive self-evaluation involves all staff, as well as incorporating feedback from parents and children. A focused improvement plan outlines continued development and is updated to include parent responses and feedback.

Throughout the nursery, resources are attractively presented and accessible for children, inspiring and engaging them. Outdoor spaces are safely equipped with plentiful areas for being active, such as the imaginative castle climbing equipment and natural tree trunk. Shady areas for resting and talking are also provided. Images and resources reflect the diversity of the world around. For example, children explore dressing-up clothes and use puppets and dolls from a wide range of cultures. Staff ensure books and activities develop awareness of the diversity of family structures. The highly professional management of the nursery ensures that staff are deployed exceptionally effectively. Staff work closely together, sharing their knowledge and expertise and mentoring new staff, both within the setting and across the group's partner nurseries. This is supported through staff meetings and motivational training, such as a recent story-telling workshop and partnership fun day. The nursery group has an extensive network of contacts with different professionals and a thorough understanding of supporting children with additional needs. Consequently, timely support for individual needs is sought from appropriate professionals when necessary.

Parents are highly valued throughout the nursery. Innovative approaches are used to welcome them, such as providing complimentary 'coffee to go' in the comfortable parents room. Parents comment on how this helps to take the stress out of the morning rush and enables them and their children to have a calm start to the day. They praise the fantastic 'professional' care their children receive, noting that 'they are in safe hands'. As well as detailed 'All About Me' sheets which they complete when children start at nursery, there are extensive opportunities to share information about their children's interests and development at home. Parents eagerly complete the pre-school homework book, collecting photos and mementos with their children. Regular parents' evenings and detailed learning files provide a clear picture of their children's development progress. Parents praise the plentiful ideas they gain about how to support their children's learning. For example, they appreciate the popular Family Play Days when they can join their children in the nursery. Thus, the partnership between home and nursery superbly supports children in their learning and development.

The quality and standards of the early years provision and outcomes for children

Staff have an excellent understanding of the Early Years Foundation Stage curriculum. They skilfully use their accurate observations of children's play to provide imaginative opportunities, which support children's next learning steps highly effectively. Consequently, all children are enabled to make excellent individual progress. Key persons develop especially close relationships with their children, so they can provide flexible personalised routines and learning. Following children's interest in making treasure maps, staff deftly incorporate their planned learning about shapes into the map-making play. Counting is part of everyday activities, such as working out how many children are inside or outside and helping to write it on the board. In this way children develop excellent understanding of numbers and problem solving. Throughout the nursery, singing songs and reading books is a part of everyday, which ensures children become confident communicators. The babies have cosy cuddles as they point at the pictures in their favourite book or clap along as staff invent a song about 'the wheels on the tractor'. All children show great interest in using their creativity to explore collage, bubble painting and drawing, as well as inventing highly imaginative pretend games. With opportunities to be outdoors whenever they want, children learn a great deal about the world around them. Toddlers eagerly run and chase the giant bubbles and watch them floating into the sky. Pre-school children are excited about growing sunflowers, feeding the birds and visiting the animal corner at the large local park.

Children show they know the importance of keeping fit. They excitedly join in with dancing to the movement and music routines and demonstrate their excellent physical skills when they negotiate climbing over and under the branches of the tree trunk. Children have a particularly well developed understanding of managing risks, because they are allowed to climb and jump independently. They also learn how to use real tools safely in the garden and when making bird boxes with the park wardens. Toddlers and babies express their enjoyment of healthy foods as they choose both pear and banana for their snack. Older children are able to get themselves water to drink whenever they are thirsty, both indoors and outdoors, or help themselves to apples from the fruit bowls in their rooms. Children use the posters to remind themselves to wash their hands before snacks, or ask staff for anti-bacterial hand gel when they are outdoors. Children are empowered to try new foods from the seasonal menus, which are developed by the nursery to rigorous nutritional standards. For example, the chef helps children make and taste spring rolls before they are introduced to the menu.

Children's behaviour in the nursery is exemplary. They follow the adults' lead in showing courtesy and saying 'please' and 'thank you' as they help each other share the toys. Children carefully put their friends' model on the display shelf to keep for later, or remind their friends 'not too high' when building a tower. This shows they respect others exceptionally well. Taking part in an International day provides an excellent understanding of different cultures, music and lifestyles. Children have ample opportunities to use the computers and the new interactive whiteboards to extend their understanding of technology. The nursery is developing their links

with local teachers, so that they can visit children before they transfer to school. Children develop excellent independence skills which will support them in their future learning at school. For example, they expertly help themselves from the serving dishes at lunch and develop social conversational skills as they talk excitedly about what they are eating and what they have been doing in nursery.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met