

Kids 1st Day Nurseries - Quorum

Inspection report for early years provision

Unique reference number EY332755
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Inspector Sharon Greener

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Type of setting Childcare on non-domestic premises

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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, Quorum was registered in 2006 and is one of eight nurseries operated by a Limited Company. The nursery operates from seven playrooms and associated facilities within self contained premises located in the Quorum Business Park, Benton Lane, Newcastle. The nursery serves the local and wider area and operates weekdays from 7.30am to 6pm all year round except for Bank Holidays. They are registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register for a maximum of 108 children under eight years, of whom no more than 108 may be in the early years age range. There are currently 223 children on roll in the early years age range. The nursery provides funded early years education for two, three and four-year-olds and is able to support children with special educational needs and/or disabilities and children who have English as an additional language. The setting employs 38 staff, of whom 35 hold an early years qualification to a minimum of Level 3. One staff member is working towards Early Years Professional Status. Links are made with others delivering the Early Years Foundation Stage.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Staff have an excellent knowledge of children's individual needs and this ensures that all aspects of children's welfare and learning are promoted with great success. Staff ensure that each individual is recognised and valued and that the service offered is open and accessible to all. Children are cared for in a very safe and secure environment where staff are extremely vigilant regarding safety. All of the required documentation and records are in place. Exceedingly effective partnerships are established with parents and other professionals to ensure children's needs are met most effectively. Systems to monitor and evaluate the service, care and education provided are most efficient and support continuous improvement extremely effectively.

What steps need to be taken to improve provision further?

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

- ensure that any food temporarily kept in playrooms is stored in an appropriate manner at all times.

The effectiveness of leadership and management of the early years provision

A comprehensive safeguarding children from harm policy is in place. Staff have an exceedingly good knowledge of this procedure. Extremely effective use is made of relevant policies such as, those in respect of the administration of medication and

the management of a complaint. Staff recruitment and induction procedures are robust. Staff members ongoing suitability is extremely well monitored through regular observation of their practice and annual appraisals. An exceptionally strong and supportive management team ensure that staff benefit from regular team meetings and access pertinent training. Strict arrangements are in place for the collection of children. Staff are exceedingly vigilant regarding safety and supervise children closely. Extremely efficient risk assessments are in place and records kept and security is exceptionally well maintained. Doors leading into the nursery are fitted with an electronic finger print identity locks. Visitors are screened and fully supervised by staff. The required documentation is in place and is exceedingly well maintained. This helps to safeguard children's welfare.

Highly effective systems are in place to evaluate the service, care and education provided to support continuous improvement. All staff, parent and children are actively involved in the process. Feedback is obtained from parents verbally, via questionnaires and comments obtained through various sources. Information collated identifies extremely effectively areas for further development and a report is produced for parents to inform them of the outcome.

Excellent use is made of space both indoors and outdoors. The playrooms are extremely well organised and stimulating. Children have particularly easy access to an exceedingly broad range of high quality resources and activities. They have an abundance of opportunities to make choices and to develop their decision making skills. Their awareness of diversity is exceedingly well nurtured. Staff present as exceptionally good role models. Differences are explained simply to children to help them gain an age appropriate understanding of such matters and to develop a positive outlook. Procedures to support children who speak English as an additional language or those with special educational needs and/or a disability are extremely effective. For example, a three-year-old child who did not initially speak English is now able to do so and can recognise some written words. Staff work extremely efficiently with other professionals and agencies such as, physiotherapists and speech and language therapists to ensure children get the help and support they require. Parents are kept exceptionally well informed of their child's progress and general events by having easy access to vast amounts of relevant information. They access their children's records and contribute pertinent information about their children's development. Parents attend scheduled events when they discuss their children's learning and development with staff. Information sheets are issued regularly to inform them of activities and songs they may wish to use at home to support their children's learning. Copious feedback received from parents is highly complimentary. In particular they comment upon the 'Fantastic, supportive, caring and professional management and staff' and of the 'Excellent' progress their children make. Several children attend other provisions delivering the Early Years Foundation Stage. Staff have made excellent links with other early years practitioners.

Pertinent information is exchanged to support children's learning most effectively. Children's transition from the nursery to other settings is managed extremely effectively. For example, teachers visit the nursery to meet children before they go to school.

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

Staff manage children's admission sensitively through the use of introductory visits during which all parties get to know each other. Children settle exceedingly well. Their individual needs are discussed in great detail with parents and relevant information recorded. Staff complete an initial assessment of children to build an extremely good understanding of each child's starting points. Excellent use is made of detailed and systematic observations of the children to allow staff to monitor and access children's individual learning extremely effectively. A superb variety of purposeful, stimulating and fun activities are provided for children to promote and reinforce their learning exceptionally well. Staff members knowledge and use of the Early Years Foundation Stage is strong. They are able to identify extremely well the next step to take to support each child's learning and children make excellent progress. Children's achievements are enthusiastically recognised and praised. For example, the ability of a group of very young children to recall the dance movements during a weekly keep fit session. This positive reinforcement helps nurture children's confidence and self-esteem. An exceedingly good variety of adult-led activities is provided to compliment child-initiated play. For example, growing strawberries, cookery activities and visits from the Community Police Officer, Fire Officers, parents and grandparents with skills to share.

Children have excellent opportunities to develop their understanding of simple mathematical concepts. For example, young children thoroughly enjoy filling the pans on the scales with rice and water until they balance. Children are able to learn how to sort, grade, measure and solve simple problems. This is reflected in the confident way a young child is able to sort a selection of jungle animals by species and size. Children's communication, language and literacy development is given very high priority. Children's listening skills are developing exceedingly well. They really enjoy listening to stories and use books with confidence and are able to follow simple instructions in keeping with their age and ability. Pre-school children operate a compact disc player and use headphones to listen to music. Staff make exceptionally good use of discussion and questions to enhance children's language and vocabulary. During play children are actively encouraged to describe what they are doing. For instance, a very young child states 'One engine and two carriages are going down the track' as they play with a train set. A staff member makes exceptionally good use of the opportunity to encourage the child to describe what the passengers can see as they travel along the track. Children have ample opportunities to be physically active both indoors and outdoors. An extremely broad variety of resources, equipment and sensory experiences are provided to allow children to develop and refine their physical skills. They go on regular outings to places of interest for example, to the park to feed the ducks and to a Chinese supermarket. This helps raise children's awareness of the local community, the natural and wider world and provides additional opportunities for social interaction with others.

Children's behaviour is managed extremely effectively. Age appropriate tactics are used in an exceedingly well. Children respond most positively and their behaviour is excellent. Exceptionally close, warm relationships are evident between staff and

children. Staff are fully aware of and extremely attentive to children's needs. Children show regard for others as shown in the way that they share resources and take turns. Pre-school children take it in turn to be the designated helper and assist staff with simple tasks. Children are able to develop a positive awareness of safety. Topics such as, stranger awareness are discussed with them. They practice road safety and evacuation drills regularly. Hygiene standards are extremely high. However, bowls of food are left uncovered in a playroom which does not support the otherwise extremely high standards of hygiene maintained. Staff present as positive role models and make exceptionally good use of daily routines to raise children's understanding of good hygiene practices. Medical or dietary needs a child may have are discussed in great detail with parents and information noted. Healthy eating is promoted exceptionally well, as a wide variety of nutritious meals and snacks are provided. Children have access to fresh drinking water and other suitable drinks. The nursery has a five star award from the Food Standards Agency for exceedingly high standards achieved. This helps promote and preserve children's well-being exceedingly effectively.

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

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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