

# Kids 1st - Darlington

Inspection report for early years provision

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**Unique reference number** EY364039  
**Inspection date** 23/03/2009  
**Inspector** Vivienne Dempsey

**Setting address** Alderman Leach Drive, Darlington, County Durham, DL2  
2GF  
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**Type of setting** Childcare on non-domestic premises

## 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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

## Description of the setting

Kids 1st Darlington is a full day care facility operated by Kids 1st Day Nurseries, a limited company with six other registered settings. The setting has been registered since December 2007. The provision operates in purpose-built premises on the outskirts of Darlington. There are seven care rooms, each with associated facilities, and staff and office accommodation arranged in a single storey building. The setting has enclosed outdoor play areas. It serves the needs of children from the local community and surrounding areas whose parents work in the locality. The facility provides full day care for a maximum of 108 children aged under eight years, of these, 48 may be under two years. There are currently 66 children in the early years age range. There are 15 members of staff, including a cook and housekeeper. All staff who work directly with the children have appropriate early years qualifications. The setting is also registered on the compulsory and voluntary parts of the Childcare Register. It is open each weekday between 07.30 and 18.00 all year round. The setting receives support from the local authority.

## Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. Staff provide an extremely welcoming, stimulating and enabling environment, where children are valued as individuals. Extensive policies, procedures and records underpin the effective management of the setting. Children's safety and welfare are paramount and they make very good progress in their learning and development. Enthusiastic and committed staff recognise the value of continuous quality improvement, this is underpinned by strong partnerships with parents that support outcomes and provide continuity for all children.

## What steps need to be taken to improve provision further?

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

- further develop outdoor environment to promote all areas of children's learning and development.

## The leadership and management of the early years provision

Partnerships with parents are extremely well established, to ensure parent's requests and children's individual needs are met successfully. Parents have many opportunities to be involved in the setting and are actively encouraged to be partners in children's learning and development. For example, regular parents evenings and daily feedback keep parents informed of their child's progress. A wide range of information is sought from parents to ensure children receive the appropriate care and an effective key person system is in place. This ensures children's care, learning and development is extremely well promoted. Parents

speak highly of the 'devoted staff' and are 'very impressed with the level of care' the children receive.

Security is a high priority and recruitment procedures include rigorous vetting procedures. In-depth risk assessments are in place, enabling children's free movement and independence both indoors and out. An electronic finger print recognition system is in place and all visitors are monitored, helping to keep children safe. High quality resources and activities are thoughtfully selected and informed by responsive planning based on children's interest and needs. Staff are highly motivated and work extremely well as a team to promote outcomes for all children. They have a very good understanding of safeguarding procedures to follow if they have any concerns, helping to protect children from harm and neglect.

Self-evaluation is driven by strong leadership, involving the staff team, other settings in the chain, parents and local authority advisors. Staff use the Ofsted self-evaluation form as the basis for ongoing internal review, assessing what the setting offers against robust and challenging quality criteria. The company and manager promote a collaborative learning culture, providing time and space for knowledge-sharing and fully support the continuous professional development for all staff. This approach successfully improves the quality of provision for all children and their families.

## **The quality and standards of the early years provision**

Staff have an excellent knowledge and understanding of the Early Years Foundation Stage (EYFS) learning and development requirements and use this knowledge extremely well to provide a stimulating and interesting learning environment for all children. They support children's learning and development exceptionally well. An effective key person system is in place, therefore staff know children very well and are fully aware of their interests and individual needs. Effective systems are in place to observe and assess children's learning and development, and observations are used to plan for next steps in children's learning. Flexible planning makes children's learning effective, exciting, varied and progressive. Children's development files demonstrate their very good progress towards the early learning goals. Resources and wall displays depict positive images of diversity and all children are fully included and supported.

Children are very well behaved, this is encouraged by the staff who are positive role models and create a calm and positive environment by listening to and praising children. They make good use of free movement between the indoors and outdoors, which enables them to experience plenty of fresh air and feel the effects of the weather, including strong winds. There is a wide variety of large equipment to help promote children's large physical skills, for example, bikes, climbing area and large slide. However, resources to promote children's learning in other areas of learning have not yet been fully developed in the outdoor area. Children enjoy visits from the fire service, helping develop their awareness of fire safety, and Zoo Lab which gives them the opportunity to handle a range of animals, such as Ratty rat, Sid the cockroach and Milly the millipede, developing their knowledge and

understanding of the world around them.

Babies have fun playing with the wide variety of natural resources, promoting their early investigative skills. They also enjoy a wide range of sensory activities, such as exploring jelly and soil. Pre-school children arrive confidently and understand that print carries meaning as they recognise and select their names. Mark making resources are readily available and some children are beginning to write their own names independently. Toddlers enjoy exploring and talking about the vegetables in the treasure baskets, developing children's awareness of healthy foods. Staff extend the activity and provide children with opportunities to print with the vegetables. Children have independent access to all resources and activities giving them choices about what they do.

Children's welfare is fully promoted. The designated dining room enables mealtimes to be a sociable occasion for toddlers and pre-school children. All tables have attractive table cloths, children have their own napkin and good manners are encouraged by staff. Children serve their own meals, which promotes children's self-help skills and develops their confidence extremely well. Staff use daily routines to develop children's understanding of good hygiene practices. The setting has their own cook on site and menus have been developed with a nutritionist, to ensure meals and snacks are nutritious, effectively promoting children's health.

## 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **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

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.