

Inspection of Kids 1st - Wynyard

2 Wynyard Avenue, Wynyard Park, Wynyard, Billingham TS22 5TB

Inspection date: 11 October 2021

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

What is it like to attend this early years setting?

The provision is outstanding

Children thrive in this high-quality nursery. Staff are nurturing. They have the highest expectations of children and provide an outstanding curriculum in the indoor and outdoor environment. Children make excellent progress in every area of their learning. For example, toddlers show high levels of concentration and focus during activities in small groups. They burst with pride and excitement when they are chosen to display the weather and day of the week on the board. Older children use exceptional language skills to communicate ideas, thoughts and opinions. They are part of a children's committee and hold meetings to vote to choose daily activities, menu choices and trips out of the setting. Staff value children's voices and support them to develop individuality and high levels of self-esteem. Children's behaviour is consistently exemplary. They show kindness and congratulate each other when they work on tasks and achieve new things.

Partnerships with parents are a significant strength of the nursery. The team have worked extremely hard during the COVID-19 (coronavirus) pandemic to maintain the highest levels of communication and provide support to families. This minimised the impact of the pandemic for children, particularly on their emotional well-being and development. For example, staff sent activities home for children and made videos for them. They gathered information about what children enjoyed at home to help plan for their return. Parents leave highly complimentary feedback about the staff and feel this is 'the best choice they could ever have made for their children'.

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

- Staff provide an exciting, coherent and challenging curriculum for every child, indoors and outdoors. Their teaching is carefully tailored to meet the individual needs of every child in their care. Children make exceptional progress and show skills beyond the typical stages of child development, particularly in their communication and language skills. For example, toddlers use sentences, descriptive words and direct imaginative play with staff. They make 'leafy soup' in the mud kitchen. They show staff how to use the recipe cards to follow the pictures and instructions.
- Children are consistently engrossed in their experiences. They are enthusiastic learners and are eager to join in. Staff help them to develop a love of books from a very early age and build excellent foundations for future learning. For instance, young children race to the door to join in the 'bear hunt'. They repeat key phrases from the story as they search the garden. Older children use their existing knowledge of volcanos during a group experiment to make lava. They discuss which liquids and solids they want to mix and congratulate each other when the mixture bubbles.

- Children are extremely well mannered, independent and demonstrate advanced social skills. Staff actively promote their good health and well-being. For instance, children freely access the outdoor areas for the entire day. Children thoroughly enjoy their lunch and try a range of healthy starters, main course and desserts. Staff encourage them to use their napkins, and table menus to talk about what is on offer.
- Parents feel a key strength is the extent to which staff know their child and their family. The key-person system is highly effective and children quickly form close bonds with the team. Children are happy and settled in the nursery, including those who have recently joined. Babies benefit from highly knowledgeable and experienced staff, who regularly gather detailed information to mirror routines from home. For instance, they know some children like to have a story before they sleep, and others prefer to be held in their arms. Toddlers know who their key person is and put their own photo underneath the staff picture.
- Children with special educational needs and/or disabilities are exceptionally well supported. Staff have very high expectations for them. They work towards individual targets in partnership with a wide range of other professionals and parents. Staff adapt activities to ensure every child is included. Children join in group experiences, which help them to develop good social skills. Children learn about equality and places beyond their own community. They celebrate 'Pride Week' and receive postcards from the 'Gingerbread Man' who has travelled around the world.
- The centre director and senior leadership team provide high levels of support for staff, to ensure they work to the highest standards for children. They strive to maintain excellence and are outstanding role models. Staff are given time to support families with complex funding, paperwork and to attend partnership meetings.
- Staff attend training which is specific to their role and children's needs, such as speech and language training and 'Blossoming Babies'. They have access to a range of online platforms, where they find inspirational ideas to make enhancements to the provision. Staff say they are proud to work in the nursery and feel the provider has children at the heart of everything that happens.

Safeguarding

The arrangements for safeguarding are effective.

Children's safety is prioritised and is at the heart of all decision-making. Staff have robust knowledge of a wide range of child protection issues and specifically those which are significant to the ages of the children in their care, such as non-mobile babies. The senior leadership team provide regular training and consistent policies across their group of nurseries. Staff know how to identify, report and record concerns about children's welfare. Staff are vigilant and alert to any changes, which may impact a family's well-being. Leaders follow robust, safe procedures to recruit new staff. Children show exceptional understanding of how to keep themselves safe. Staff include the 'safety buzz bee' soft toy in activities. This helps to remind children to focus on being safe, such as using knives correctly to chop

raw vegetables.

Setting details

Unique reference number	EY364035
Local authority	Stockton-on-Tees
Inspection number	10131595
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 4
Total number of places	108
Number of children on roll	230
Name of registered person	Kids First Day Nurseries Limited
Registered person unique reference number	RP901336
Telephone number	01740 645920
Date of previous inspection	10 August 2015

Information about this early years setting

Kids 1st - Wynyard registered in 2007 and operates from a purpose-built setting in Wynyard Business Park. The nursery employs 41 members of childcare staff. Of these, 32 hold appropriate early years qualifications at level 3 or above, including the centre director. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Michelle Lorains

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in her evaluation of the setting.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- Two joint observations were completed by the centre director and inspector, indoors and outdoors, during experiences with children of different ages.
- The inspector held a discussion with the centre director and managing director in relation to the leadership and management of the nursery. She looked at relevant documentation, such as evidence of recruitment, staff's qualifications and their suitability to work with children.
- The inspector spoke to parents and obtained verbal feedback for the inspection.

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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