

Just for Kidz

Unit 2, Atlas Court, Brinsworth Lane, Brinsworth, ROTHERHAM, S60 5DL

Inspection date

Previous inspection date

06/03/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- The quality of teaching is good because staff understand how to promote children's learning. As a result, children's progress is well supported given their starting points and capabilities.
- Children's emotional well-being is fostered well through warm and positive interaction from the staff. This means that children settle well within the nursery and bond with their key person.
- Partnerships with parents are strong. They feel involved in their children's learning and speak very highly of the nursery.

It is not yet outstanding because

- There is scope to maximise on the curiosity of babies by providing more natural materials that will help them to explore the world around them and discover interesting textures.
- There is room to increase the frequency in which information is shared with the other settings children attend, so that partnership working is fully robust and makes an even stronger contribution to children's overall learning and development.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector spoke to the manager, staff and children during the inspection.
- The inspector observed children during play, focused activities, outside play and snack and mealtimes.
- A range of documents were inspected, including observations of children, planning and assessment records.
- The inspector held meetings with the manager and the deputy and took account of the views of two parents spoken to on the day.
- The inspector checked evidence of staff suitability, policies, procedures and risk assessments.
- The inspector completed a joint observation with the deputy manager.

Inspector

Catherine Mather

Full report

Information about the setting

Just for Kidz was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a residential area of Brinsworth of Rotherham, and is managed by a private company. The nursery serves the local area and is accessible to all children. It operates from the ground floor of a purpose built unit. There is an enclosed area available for outdoor play within walking distance.

The nursery employs five members of childcare staff. Of these, four of them hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday, all year round, except bank holidays. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. The nursery provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

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

- enhance opportunities for babies to find out and discover the world around them by providing more natural materials, such as pine cones, sea shells, ribbons, fabrics and other textures

- extend partnership working with others by increasing the frequency that information is shared about children's learning so that children fully benefit from a shared understanding and common approach to supporting their progress.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children make good progress in their learning because key persons are knowledgeable about how children learn and their individual needs. Good emphasis is placed on working in partnership with parents. Information is gathered from parents about children's needs, on entry to the nursery, which helps staff to identify children's developmental starting points. Staff work hard to ensure that parents are involved in children's learning. For example, parents are encouraged to support children's learning both at home and at the nursery. They share information with their child's key person and contribute to learning and development files. Staff keep parents up to date through daily discussions and written diary sheets. Parents also talk to staff about what their children have been doing at home, which helps staff plan around children's current interests. This shared approach successfully contributes to the good progress children make.

There is an effective balance of adult-led and child-initiated activities. This means that children are able to enjoy free play as they follow their interests while also experiencing small group structured activities. For example, staff organise a planned baking activity using cornflakes and melted chocolate. Children excitedly put their aprons on and consider the equipment they need for mixing. This leads to sustained shared thinking with staff, as they discuss the changes to the colour of the cornflakes as they become covered in chocolate. They talk about using circle movements to mix the ingredients and discuss the colours of the paper bun cases. This helps children to explore ideas. Consequently, children are active and inquisitive learners who are acquiring the skills they need to be ready for the next stage in their learning.

Staff have a good understanding of child development and how to effectively manage young children's learning. Children gather together at the start of the morning for circle time. They are individually welcomed and enjoy singing the welcome song and discussing the days of the week and months of the year. This helps to focus children's attention and to gather their thoughts as they begin to use new vocabulary that reflects their experiences. All of the rooms are rich in print, with words, signs, shapes and numerals to allow children to see meaningful print and make connections in their learning. Teaching is good and children's communication and language skills are significantly enhanced because staff provide them with purposeful experiences which actively contribute towards these skills. For example, in the baby room a 'song board' with pictures is used to help babies and toddlers select which songs they would like to sing. Other props, such as finger puppets, help children to associate characters within the songs. This supports their social and emotional development as they enjoy these musical activities. Babies are supported well by staff who know what they enjoy playing with. For example, they provide pegboard jigsaws to support early mathematical skills and a good range of books which they can freely access. However, fewer resources are made available for babies to use in order to explore their senses and encounter different textures.

The planning for children's learning and development incorporates their individual interests. They benefit from a broad range of experiences across all seven areas of learning. There are effective systems in place for monitoring children's progress and records show that children are making good progress towards the early learning goals. Assessment of children is effective and staff make observations and plan for individual children's learning and development. Additional information is added as children's interests develop and change. Consequently, staff are able to adapt and introduce activities quickly to ensure that they meet the needs of children. Children have individual learning and development files which contain photographs, observations, tracking documents, samples of their work and written assessments. The required progress check at age two has been completed and shows children are meeting the expected levels for their age across all areas of learning.

The contribution of the early years provision to the well-being of children

The nursery operates a key person system in order to support children's emotional welfare. The settling-in process for each child is agreed upon by the key person and the parent. The nursery invites parents to complete an 'All about me' booklet prior to children

attending. This informs the key person of the child's likes and dislikes, care routines and current interests which helps to ensure a smooth transition into nursery. All key persons demonstrate good knowledge of children, their interests and routines. Parents are aware of the key person system and they speak highly of all the staff. Children are greeted as they arrive at nursery and staff spend time talking to parents at the start and end of each session, sharing information about children's learning and development. All staff are caring and approachable and children are effectively supported during settling-in times which means that they experience smooth transitions from home to nursery and from room to room. Staff take time to get to know parents and their children, this means that they can support their care routines to ensure continuity.

Staff are effectively deployed to supervise children at all times and this promotes their safety well. Children play together and behave well; they are encouraged to behave in a positive and respectful manner, which helps to keep themselves and their peers safe. The health and welfare of children are supported as they enjoy a variety of snacks and nutritious meals. They sit together and enjoy chatting to staff and each other. They are familiar with routines, such as washing hands before eating and putting coats on for outdoor play. Staff plan activities and learning experiences which supports children's healthy lifestyles, including physical activities. For example, children have tremendous fun outside as they play with a parachute. They giggle as they notice the effects of the wind as the parachute lifts up and they run underneath. Children are accommodated in a clean, welcoming environment. Rooms are thoughtfully laid out and staff put a lot of effort into the presentation, resulting in interesting and attractive child-friendly surroundings. Toys and other resources are available at children's level, which means that they can make choices about what they want to play with.

The nursery is beginning to form links with the local primary school and plans to invite teachers to visit the children prior to them beginning school. As a result, this will help to ensure that children are well prepared for starting school. However, there is scope to build on working in partnership with other settings that children attend, by sharing more information about children's current learning and development to ensure consistency. Parents are very happy with the nursery and speak highly of the staff in helping their children's learning and development. They are kept well informed about the Early Years Foundation Stage and what their children are learning, via daily discussions with staff and regular newsletters.

The effectiveness of the leadership and management of the early years provision

All staff have a good knowledge and understanding of how to protect children in their care. They know the procedures they must follow should a concern arise. Comprehensive written safeguarding policies and procedures are in place. These are reviewed regularly to ensure that all information is accurate and in line with the latest guidelines, which includes the use of cameras and mobile phones. Children's safety is further enhanced because the nursery keeps the premises secure at all times. For example, the only access into the nursery is via a video monitor. Visitors are requested to show identification on arrival, and to sign in and out of the building. Staff also carry out safety checks and risk assessments

which helps to maximise safety within the nursery. Fire detection equipment, such as smoke alarms and fire extinguishers, are checked regularly to ensure that they are in good working order.

Good ratios are maintained to further promote children's welfare. Robust recruitment and vetting procedures are in place and the management team ensures that all adults are suitable to work with children. A full induction programme for new staff and students on placements helps to ensure that everyone is well aware of their roles and responsibilities. Staff receive ongoing training following their induction and they all complete paediatric first aid training, which supports their understanding of how to deal with minor injuries. Medication and accident procedures are secure which further ensures that children's health and well-being are effectively protected. The practice and performance of staff is regularly monitored and appraisals are undertaken, which help to identify individual training needs.

The management team have a secure understanding of their responsibility to ensure that they meet the requirements of the Early Years Foundation Stage. They know what constitutes good teaching and learning and identify strengths and areas for development when observing staff practice. This means that there is good capacity to support and further develop staff's individual practice. All staff hold childcare qualifications, they are good role models and strive to support children's progress in all areas of learning. Staff use effective tracking systems which demonstrate an accurate understanding of skills and abilities. This also helps to identify any emerging gaps in learning so that they can be quickly closed.

The manager communicates high expectations to her staff team and rigorous monitoring of training and performance ensures that any improvements made can be sustained. All staff, parents and children are included in the self-evaluation process to ensure that their views are used to drive improvement. Clear action plans identify areas for improvement to benefit children. Parents speak highly of the nursery and feel well informed about their children's learning and development and would not hesitate to recommend the nursery to others.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY465447
Local authority	Rotherham
Inspection number	936406
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	68
Number of children on roll	32
Name of provider	Just for Kidz Ltd
Date of previous inspection	not applicable
Telephone number	01709234154

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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