

# Kids 1st - Jesmond

Burdon Terrace, Newcastle Upon Tyne NE2 3AE



<b>Inspection date</b>	29 January 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Teaching is rooted in a good overall knowledge of how young children learn and develop. Well-qualified staff plan motivating, creative activities and experiences that reflect children's interests. This helps children to make good progress in their learning.
- High priority is placed on reviewing children's progress. This helps to quickly identify where children may require additional help and support to narrow possible gaps in their learning.
- Parents are fully involved in the self-evaluation of the nursery. Their views are actively sought, acted upon and used to drive improvements forward. Parents speak highly of all aspects of the care and education provided for their children. They say they are confident from the outset this is the right nursery for their child.
- Well-embedded partnerships between parents, external agencies and staff help to ensure children with special educational needs and/or disabilities receive high levels of support to promote their good progress.
- Strong emphasis is placed on equality of opportunity and diversity through teaching and learning experiences provided, to support children's outcomes.
- Partnerships with local schools are strong. Staff use a wide range of effective ways, for example carrying out visits with children, to support them emotionally when they move on to school.
- There are some minor weaknesses in teaching that are not identified quickly enough and addressed to raise the quality of practice to an even higher level.
- Staff do not consistently help children to develop a deep enough understanding of hygiene practices that support their good health.

## What the setting needs to do to improve further

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

- identify and address minor weaknesses in teaching more swiftly and raise the quality of practice to an even higher level
- help children to develop a deeper understanding of practices that ensure their good health during their time in the nursery.

### Inspection activities

- The inspectors observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspectors spoke with staff and children during the inspection.
- The lead inspector completed a joint observation with the deputy nursery manager.
- The inspectors held a meeting with the deputy nursery manager, area manager and early years professional. They looked at relevant documentation and evidence of the suitability of staff working in the nursery.

**Inspector**  
Nicola Jones

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Children are well cared for in a safe, secure environment. Highly effective procedures ensure children's safety. For example, a password system is used when adults, other than parents, come to collect children at the end of a session. Staff have a comprehensive understanding of child protection and know how to respond to any concerns they may have about a child's welfare. Regular training ensures staff have the most up-to-date knowledge of current safeguarding legislation. For example, staff know who to contact if they suspect children may be exposed to extreme views. Overall, staff are supported well through ongoing observations of their teaching, supervision meetings and professional development opportunities. This helps staff to extend their skills and improve most aspects of their practice. Managers monitor activities provided for children to ensure most experiences are developmentally appropriate.

### Quality of teaching, learning and assessment is good

Effective planning and assessment arrangements help staff to develop a good understanding of what children know and can do. Overall, this information is used well to plan interesting, stimulating activities that help children develop the skills they need to learn next. Very young children and babies enjoy close interactions with staff and look at books together. They listen to the words of familiar songs and rhymes that staff sing to them and move their bodies in response. Two-year-old children develop an awareness of shape as they play and explore. For example, they use their hands to move toy cars around circular and square-shaped tracks. Staff engage older children in highly imaginative activities based on their first-hand experiences. For instance, following a visit to the theatre, children explore an imaginary 'crime scene' where they explore what might have happened following a visit by Goldilocks to the three bears' house. Children confidently express themselves, sharing their thoughts and ideas with each other.

### Personal development, behaviour and welfare are good

Children are supported well when they first start attending. Robust systems ensure staff gather consistent information from parents about children's care routines. Information such as sleep and feeding arrangements ensures children's routines from home are closely followed. Children are happy and thoroughly enjoy attending the warm, friendly nursery. They develop strong relationships with staff and other children and behave very well. Children are developing as confident, motivated learners who cooperate well with each other and learn skills such as taking turns and sharing equipment.

### Outcomes for children are good

Children make good progress. In some areas of learning, progress is better than good. Children develop a good range of skills and knowledge that support their readiness for school. Older children hold pencils correctly and begin to write recognisable letters. They are keen, active learners who delight in using technology, such as remote-controlled cars. Very young children actively explore their learning environment. They develop confidence in using words, such as 'wow', when they find something that ignites their interest.

## Setting details

<b>Unique reference number</b>	EY541020
<b>Local authority</b>	Newcastle upon Tyne
<b>Inspection number</b>	10079894
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	108
<b>Number of children on roll</b>	185
<b>Name of registered person</b>	Kids First Day Nurseries Limited
<b>Registered person unique reference number</b>	RP901336
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01914 618 877

Kids 1st - Jesmond registered in 2016. The nursery employs 45 members of childcare staff. Of these, 39 hold appropriate early years qualifications at level 3 or higher, including two staff who hold qualified teacher status. 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.

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