

# Inspection of Kids 1st - Gosforth

Jubilee Road, Fawdon, Newcastle-upon-Tyne NE3 3PN

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Inspection date: 6 December 2019

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Outstanding

## **What is it like to attend this early years setting?**

### **The provision is good**

Children thrive in this welcoming, inviting, safe and fully inclusive setting. They run into the nursery, hanging their coats up as they enter, excited for their day to begin. Staff eagerly welcome parents and children with friendly smiles and cheerful greetings. The bonds between children and staff are excellent. Staff know children very well. For instance, staff know the toys and comforters babies need to soothe and calm them before going to sleep.

Partnerships with parents are excellent. The highly effective two-way flow of information helps to strengthen and enrich children's learning and development. Parents talk with sincerity of the exceptionally high regard they have for management and staff. They speak with great respect of the lengths to which staff go to support their children. For example, staff are extremely proactive in undertaking extra training to support children with additional needs.

Children's behaviour is exemplary. They develop an extensive understanding of the environment in which they live and places further afield. For instance, staff take children on regular outings on the local Metro train into the city to visit museums and the theatre. Staff also plan outings in the local community. Children regularly visit the supermarket and buy their own goods. Staff are very proud of the partnership with local care homes. They talk of the delight children have in visiting and joining in activities with people of different ages.

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

- Children of all ages show remarkably high levels of respect for each other and for adults. For instance, older children work collaboratively to pretend to dig a road in the outdoor area. They listen to each other carefully and negotiate how different ideas can be used to enable their construction to develop even further.
- Children are exceptionally confident to lead their own learning, with the certainty that staff will support them if needed. For instance, young children take books to staff knowing they will be read. Older children take pride in writing birthday party invitations for their friends. They respond well to prompts from staff to write the letters in their names.
- Children show exceptionally high levels of motivation, confidence and a can-do attitude to their learning. For instance, young children demonstrate their skills of problem solving as they work out how to climb up and come down a slide while not letting go of their toys. Older children are eager to work together to paint the fence in the outdoor area. They talk to one another and with staff about how best to share the paint and work together to cover the entire fence.
- Staff's professional development is given a high priority. The impact of recent mathematics training is evident in staff's confidence in teaching mathematical

language and concepts. Children of all ages demonstrate strong mathematical skills. For instance, older children talk about their castle being 'tall' and accurately count the number of blocks they need as they build. Younger children confidently describe animals as 'big' and 'small' as they play.

- Children are learning how to keep themselves healthy. Older children are excited to show their knowledge of brushing their teeth. They talk enthusiastically about why and when they brush their teeth. Younger children show their understanding of managing their self-care needs as they pour their own drinks when thirsty. This further supports children's developing independence and self-help skills.
- Staff show excellent skills in communicating with children. They look at babies when speaking to them and talk slowly and calmly. Babies respond with animated facial expressions, widening eyes and babbling. Staff extend children's vocabulary as they play. For instance, staff talk to older children about the different textures they are using as children create with glitter, pom-poms and beads.
- Children's development is regularly monitored, and staff understand children need a wide variety of learning experiences to enable them to make progress. However, staff do not consistently plan activities and experiences that are sharply focused on children's individual learning needs.
- At times, staff do not consider how daily routines, for instance mealtimes, can be used to extend and consolidate children's learning.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have a good understanding of the procedures to follow to ensure the welfare of children in their care. The manager ensures that she and her staff attend regular safeguarding training and are kept up to date with current safeguarding legislation. Staff know what to do should they have concerns about the conduct of a colleague. Rigorous and robust recruitment procedures are in place. Thorough performance management systems help the manager to identify any training needs and review the quality of practice.

## **What does the setting need to do to improve?**

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

- ensure that all activities and experiences are planned precisely, according to the ages and developmental needs of children
- review the organisation of some daily routines to ensure that all opportunities are consistently used to extend and develop children's learning even further.

## Setting details

<b>Unique reference number</b>	EY409431
<b>Local authority</b>	Newcastle upon Tyne
<b>Inspection number</b>	10117662
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 to 4
<b>Total number of places</b>	108
<b>Number of children on roll</b>	196
<b>Name of registered person</b>	Kids First Day Nurseries Limited
<b>Registered person unique reference number</b>	RP901336
<b>Telephone number</b>	0191 284 4865
<b>Date of previous inspection</b>	2 September 2013

## Information about this early years setting

Kids 1st - Gosforth registered in 2010. The nursery employs 39 members of childcare staff. Of these, 38 hold appropriate early years qualifications at level 2 or above, including one member of staff with qualified teacher status. The nursery is open each weekday from 7.30am until 6pm, all year round. It provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspectors

Denise Charge

Amy Keith

## Inspection activities

- The inspectors and manager completed a learning walk to gain an understanding of how the curriculum and provision are organised.
- A joint observation of an activity was carried out with the manager.
- The inspectors held discussions with staff and children at appropriate times during the inspection.
- Observations were shared with the manager and higher management team throughout the inspection. The inspectors looked at relevant documentation, including children's assessment and documentation of learning, and evidence of the suitability of staff working in the nursery.
- The inspectors spoke to a number of parents during the inspection and took account of their views.

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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