

Inspection of Kids 1st QE

Queen Elizabeth Hospital, GATESHEAD, Tyne and Wear NE9 6SX

Inspection date: 25 November 2019

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

What is it like to attend this early years setting?

The provision is inadequate

The nursery manager did not follow safeguarding procedures during a recent incident where a child was at risk of harm. Nevertheless, staff support children's emotional well-being well. Children settle quickly and babies soon form secure attachments to their key person. Successful partnerships with schools are in place. This means children enjoy a smooth transition when they move on to school. Children behave well because staff give them clear guidance. Managers review staff's teaching practice and they offer staff a wide range of training opportunities to build on their teaching skills. However, these do not precisely target areas identified for improvement.

The indoor environment is bright and welcoming. Staff demonstrate a good understanding of how children learn. They have high expectations for all children. Overall, staff provide an interesting and varied curriculum that supports children's good progress. Indoor resources are used successfully to give children opportunities to explore and investigate. For example, toddlers enjoy using toy animals to make footprints with paint. Children develop their physical skills while playing in the fresh air. However, staff do not complete robust risk assessments to ensure outdoor toys are clean, hygienic and suitable for use. This compromises children's safety and welfare.

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

- Not all staff ensure outdoor toys are clean, hygienic and suitable for use. A water table and play trays containing dirty water are accessible to toddlers. Staff do not consider that various wildlife may have had access to these resources. This exposes children to the risk of infection.
- Staff know children well and plan a curriculum that captures their interest and stimulates them to learn more. However, when children move rooms, new key persons do not always promptly access information about their current progress. Consequently, they do not target planning to children's individual needs from the outset to help them make rapid progress.
- Staff teach children about their community and the wider world. They help children to understand similarity and difference. Staff talk about what colour eyes children have. Children choose resources such as string, shells, and small pegs to make self-portraits.
- Communication and language are promoted well. Staff encourage babies to babble and use physical gestures to communicate. They sing to children frequently and encourage them to imitate actions. Children enjoy listening to stories. They borrow books to take home and read with their parents. Staff involve older children in conversations and encourage them to share their ideas during role play.

- Staff involve pre-school children in making decisions. They vote for which visitors they would like to come to the nursery, such as a police officer or a dentist. Children discuss which charities to support and the nursery has recently sponsored a guide dog. Staff support children to build mathematical skills well. For example, they use measuring spoons and talk about fractions, such as a third and a quarter.
- New staff have a mentor who provides them with coaching to improve their skills. Managers conduct regular reviews of staff's teaching practice and identify strengths and weaknesses. They do not always target training to areas that are identified for improvement to raise staff's practice to the highest level.
- Partnerships with parents are positive. They value the care and education their children receive. Parents are encouraged to share information about children's milestones and learning experiences at home.

Safeguarding

The arrangements for safeguarding are not effective.

During a recent safeguarding investigation, senior managers failed to liaise with other professionals and take appropriate action to protect children. However, they have conducted further child protection training with staff. Staff demonstrate a secure understanding of the signs and symptoms of abuse. They know about wider child protection issues, for example children who may be at risk from extreme behaviour or online grooming. Staff know what to do if they have concerns about a child. Entry to the nursery is secure. Staff check visitors' identification and their presence is recorded in a visitors book. Not all staff complete effective risk assessments to keep children safe. For example, children are exposed to hazards during outdoor play activities, including stagnant water in play trays.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
improve understanding of the government's statutory guidance 'Working Together to Safeguard Children 2015' and ensure information is sought and shared with relevant professionals without delay to make sure children are protected	09/12/2019

complete robust risk assessments to ensure outdoor toys are clean, hygienic and suitable for use, and that children are protected from a potential risk of infection.	09/12/2019
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To further improve the quality of the early years provision, the provider should:

- ensure key persons use information about children's progress promptly when they move rooms to target planning and fully promote children's learning and development from the outset
- use information obtained through evaluation of staff's teaching practice more effectively to precisely target staff's training needs and help them raise their skills to the highest level.

Setting details

Unique reference number	EY493306
Local authority	Gateshead
Inspection number	10131803
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	0 to 4
Total number of places	108
Number of children on roll	193
Name of registered person	Kids First Day Nurseries Limited
Registered person unique reference number	RP901336
Telephone number	0191 4870244
Date of previous inspection	20 January 2017

Information about this early years setting

Kids 1st QE registered in 2015. The nursery employs 30 members of childcare staff. Of these, 28 hold appropriate early years qualifications at level 2 and above, including two who hold qualified teacher status and early years professional status. The nursery opens from Monday to Friday all year round. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Nicola Dickinson

Jane Tucker

Inspection activities

- The inspectors observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- Inspectors spoke with staff and children throughout the inspection.
- The deputy manager completed joint observations of activities with the inspectors.
- The inspectors held a meeting with the nursery deputy manager and senior managers. They looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- One of the inspectors spoke to parents 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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