

Inspection of Kids 1st - Quorum

Quorum Business Park, Benton Lane, Newcastle Upon Tyne NE12 8FB

Inspection date: 29 January 2020

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 during their time at this vibrant, friendly and exciting nursery. Staff support children and their families incredibly well. For instance, they work closely with parents of children with special educational needs and/or disabilities (SEND) to support the whole family. They share different strategies with parents to help children and parents to get a good night's sleep.

Children have a well-developed sense of how they can keep themselves safe. They demonstrate this as they talk about potential hazards that they need to be aware of in activities. For example, before children walk through mud and ice, they explain to others that it may be slippery. Children are incredibly happy. Babies snuggle into their key person for a cuddle; highly content in their presence. Older children enjoy sitting on their key person's knee for a story. Staff have high expectations of what children can achieve. Staff working with older children challenge them to recognise numbers and talk about the order of things using language, such as first, second and third.

Children's behaviour is exemplary throughout the nursery. Staff have clear expectations which children consistently follow. For example, children know that they must wait on a bench after dressing for outdoor play. They are incredibly kind and caring as they help their friends to put on their coats or shoes. Children explain why it is kind to help their friends.

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

- Communication with parents is superb. Staff use a range of highly effective methods to communicate with parents. Parents know what their children are doing and talk confidently to inspectors about where their children are in their learning. Parents comment that staff are really interested in what children are doing at home. They are impressed at how they plan for these interests in nursery.
- Children with SEND are incredibly well supported. Staff act swiftly to develop effective working relationships with other professionals when children first start. They quickly organise meetings with professionals to gain a precise understanding of how they can support children further. Children make rapid progress.
- All children sustain high levels of concentration. For example, babies are highly engaged as they explore noodles and attempt to feed themselves. Two-year-olds are entranced as staff read stories. Staff are highly skilled in helping children to remain engaged throughout the story. For example, they provide opportunities for children to copy some of the actions in the book, such as tiptoeing or stamping. Activities, such as these, help children to maintain

concentration.

- Children demonstrate high levels of perseverance. Older children spend long periods of time working out how they can join guttering together to make a ramp for cars to go down. They demonstrate high levels of respect for other children's ideas and incorporate them into their play.
- Staff have clear intentions for all activities provided for children. Staff plan a range of learning experiences which are highly focused on children's interests and stage of development. They support children's play exceptionally well, focusing precisely on what children need to learn next. For example, staff working with pre-school children plan exciting activities to strengthen their literacy skills further. Children eagerly recount the story, 'We're going on a bear hunt'. They join in with the story and explore textures as they walk through water, mud, ice and sticks. They confidently talk about the sequence of events.
- Staff model language very well. Children talk with confidence and use new vocabulary when describing what they have learned in nursery. For example, older children share with the inspector what they have learned at recent first-aid training. They explain how they would call the paramedics and know that their heart beats faster than adults.
- Leadership of the nursery is strong. The manager has a clear vision for the nursery which is shared by all staff. All staff speak highly of the support they receive. The manager organises training opportunities to develop staff's knowledge and understanding. Staff enthusiastically implement messages from training into practice. This means that teaching is of a consistently high quality and is constantly improving.
- Relationships in the nursery are superb. Children are very kind and caring. Children, not yet two, help younger children to recognise their cups by pointing out the pictures on them. Children have an excellent understanding of how others feel. Two-year-old children talk about the feelings of animals as they listen to a story. Older children have fun talking about each other's feelings as they use facial expressions to show their emotions.

Safeguarding

The arrangements for safeguarding are effective.

Staff have an excellent understanding of how to protect children from harm. They know how to identify and report their concerns about children to keep them safe. Managers ensure all staff attend training and their safeguarding knowledge is up to date. All staff have a thorough understanding of wider safeguarding issues, such as the 'Prevent' duty guidance. Recruitment procedures are strong. Thorough checks, as well as ongoing supervision, help to ensure that all staff are suitable for their role. Staff are incredibly vigilant. Parents are confident that their children are safe. There are excellent procedures in place to ensure no unauthorised people can enter the nursery. Risk assessments are thorough and identify all potential hazards.

Setting details

Unique reference number	EY332755
Local authority	North Tyneside
Inspection number	10131583
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	169
Name of registered person	Kids First Day Nurseries Limited
Registered person unique reference number	RP901336
Telephone number	0191 259 9179
Date of previous inspection	30 July 2015

Information about this early years setting

Kids 1st Day Nurseries - Quorum registered in 2006. The nursery employs 35 members of childcare staff. Of these, 32 hold appropriate early years qualifications at level 3 or above, including one with early years professional status and one who is a qualified teacher. 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

Inspectors

Elizabeth Fish

Nicola Jones

Inspection activities

- The lead inspector conducted a learning walk with the manager of the setting.
- The inspectors observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The lead inspector completed a joint observation with the nursery manager.
- The inspectors held a meeting with the nursery manager and area manager. They looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspectors spoke to parents during the inspection and took account of their views.
- The inspectors spoke with staff and children during 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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